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ABSTRACT

Since its inception in 1969, the University of Michigan's Alumnus in Residence Program has been sponsored each spring by the School's Alumni Association for the purpose of acquainting current students with leaders in the library profession who received their library education at Michigan. To acknowledge the major role women have played in the history of the School of Library Science, five of the most distinguished women graduates were invited to return to the campus for a two-day period, on April 1-2, 1971. These five graduates are: Martha Boaz, Dean, School of Library Science, University of Southern California; F. Bernice Field, Associate Librarian for Technical Services, Yale University Library; Clara S. Jones, Director, Detroit Public Library; Mary Jo Lynch, Senior Reference Librarian, University of Massachusetts Library; and, Faith T. Murdoch, Director, Department of School Libraries, Detroit Public Schools. Each participant in the program was asked to prepare a paper for publication on the general theme of "Women in the Library Profession." This document consists of these five papers. (Author/NH)

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women IN THE LIBRARY PROFESSION

LEADERSHIP ROLES AND CONTRIBUTIONS

THE UNIVERSITY OF MICHIGAN SCHOOL OF LIBRARY SCIENCE ALUMNUS IN RESIDENCE 1971

LI 004 341

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Among the many events in The University of Michigan's long history to which loyal alumni point with pride is one that bears the academic-year date of 1870-71. In that year, the first woman, Madelon L. Stockwell, was officially admitted to study at the University. While there are fascinating stories of at least one distinguished professor's daughter who had been permitted to attend classes in an unofficial capacity at an even earlier date, it was the official date that determined a centenary celebration in 1970-71. In recognition of this important date, the School of Library Science expanded its 1971 Alumnus in Residence program to acknowledge the major role that women have played in the history of our program. Five of our most distinguished women graduates were invited to return to the campus for a two-day period, on April 1-2, 1971.

Since its inception in 1969, the Alumnus in Residence Program has been sponsored each spring by the School's Alumni Association for the purpose of acquainting current students with leaders in the library profession who received their library education at Michigan. In 1969, Kathleen Molz was chosen for this honor; in 1970, David E. Kaser was the recipient. To make the 1971 selections, the women members of the faculty were designated as the special committee. Professor Rose Vainstein, who had been the one to suggest honoring a group of our women graduates on this occasion, was "rewarded" for her creativity by being named not only chairwoman of the selection committee, but also of the subsequent planning committee for the entire program.

The selection committee, after several meetings and extensive research, nominated the following University of Michigan graduates:

Martha Boaz, Dean, School of Library Science, University of Southern California

F. Bernice Field, Associate Librarian for Technical Services, Yale University Library

Clara S. Jones, Director, Detroit Public Library

Mary Jo Lynch, Senior Reference Librarian, University of Massachusetts Library

Faith T. Murdoch, Director, Department of School Libraries, Detroit Public Schools

Happily, all five of these distinguished women were able to accept our invitation. When it was over, however, each agreed that no two days of her student career on the Michigan campus had been as exhausting as her tour of duty as an Alumna in Residence. There were seminars, student lunches, formal and informal speeches and discussions, and a gala banquet, during which Connie Dunlap, as President of the Alumni Association, read individual citations written by Professor Constance Rinehart, and University Regent Gertrude Huebner presented each of the women with the School's Distinguished Alumnus Award. The citations, published here, serve to introduce these outstanding leaders in the library profession.

Each participant in the program was asked to prepare a paper for publication on the general theme of "Women in the Library Profession." It is in appreciation of the continued generous support of our alumni, especially your support of our annual Alumnus in Residence Program, that the School takes pride in sharing with you these five papers. We are confident that you will find them to be both stimulating and enjoyable.

Russell E. Bidlack
Dean

MARTHA BOAZ
Dean, School of Library Science, University of Southern California

Ask the nearest dean what it takes to serve well in such a position. To be a dean for any time at all requires the joyous friendliness that brings together faculty and their students, alumni and their administrators, scholars and their funds; the infinite patience to entertain at once complaints, committees, conferences, and confrontations; the enthusiasm to permit one to go on being sleepless, overworked, understaffed, and unworried. Surely the greatest tribute one can pay to Martha Boaz is to say that she has survived for over a decade as dean of a major library school.

Soon after her first study in the field, she became engaged in teaching introductory courses; her present position is ample evidence that her zeal has never waned. Early study of the reviewing and criticism of books led her to an interest in book selection and then to intellectual freedom, a field in which she has written and in which she has long been active. Nor is her regard for women in the field a new concern; her biography of Althea Warren was published just ten years ago.

Martha Boaz has already received from this University its Sesquicentennial Award; on this special anniversary the School of Library Science is pleased to add to her honors its Distinguished Alumnus Award.

F. BERNICE FIELD
Associate Librarian for Technical Services, Yale University Library

It is the cataloger's daily task to clarify the amorphous thoughts of authors, to state succinctly the diffuse results of their contemplation or research, to unravel endlessly multiplying (and increasingly cross) references, to maintain a dependable consistency in recording the wildly various productions of the publisher, the filmmaker, the cartographer, the producers of kits and models, and all the entrepreneurs of communication.

Through her long association with catalog code revision, Bernice Field has been deeply involved with these activities in libraries large and small, popular and scholarly, at home and abroad. Investigator, creator, and interpreter, her words and wisdom annually guide hundreds of prospective librarians into the complex world of the Anglo-American Cataloging Rules. *In gratitude for her continuing vision and good sense, the School of Library Science is pleased to grant her its Distinguished Alumnus Award.*

CLARA S. JONES
Director, Detroit Public Library

The women who have served as directors of America's great public libraries are few and noteworthy. To their extremely select group was added in 1970 the name of Clara Jones. Yet who could be farther from the stereotype of the high-powered, sharp-spoken, overdressed female administrator so favored by film and fiction writer? Throughout her career, Clara Jones has had a vision of community service, not self-service; a vision of humanity, not authority. She has worked with university groups, inner-city groups, tourist groups; she has appeared before church audiences, television audiences, conference audiences. The pace of her community activities would exhaust a committee of ordinary women, and her professional responsibilities take one's breath away.

To this devoted, gracious, and untiring woman, the School of Library Science is pleased to offer its Distinguished Alumnus Award.

MARY JO LYNCH
Senior Reference Librarian, University of Massachusetts

In the midst of today's information explosion, the information is at once the solution and the problem; and the information specialist must bring order and usefulness into an increasing chaos of knowledge. What comprehension is here involved! For the reference librarian must understand your question even though you have failed to ask it, you have masked it, concealed it, disguised it, you have based it on false premises, or you have asked another question altogether. She may not stumble over any matter of logistics, linguistics, or statistics. She must find you what you need even when you give her a faulty description, even when it is not in her collection, even when you do not know you need it.

In Mary Jo Lynch we honor those who are trying to bridge the information gap, in research libraries, in public libraries, in special libraries, in small collections and in large, through conventional and unconventional approaches. We honor too all those younger librarians on whose shoulders the burden of this search must fall, and who must provide the future leadership of the profession in a world filled with unprecedented promise and unusual peril. For her service and for her vision, the School of Library Science is glad to present to Mary Jo Lynch its Distinguished Alumnus Award.

FAITH MURDOCH
Director of School Libraries, Detroit Public Schools

Could you maintain your catalog on the concourse of a shopping center? keep track of your stock in the middle of a busy intersection? answer reference questions in the local equivalent of Grand Central Station? And while doing these things, could you select intelligently a dozen different media, usefully balance the requirements of teachers, principals, parent groups, and curriculum specialists, support a range of different continuing or special projects, and provide a cheerful countenance and wise counsel for several hundred young people of varying ages, backgrounds, talents, and degrees of composure?

As a school librarian, Faith Murdoch did all these things; in her present position, she must juggle instead the needs of library media centers in schools at all levels and with different specialties, within and around the inner city; design programs which are at once basic and innovative; interpret standards of certification; and find her way through the darkening maze of public accounting.

In honoring her, we honor the creative and devoted service of school librarians everywhere. The School of Library Science is pleased to grant Faith Murdoch its Distinguished Alumnus Award.

And There Were Giantesses in Library Education

Martha Boaz

By request this paper is devoted to the topic of "Women Library Educators." Therefore it is restricted and restrictive. Being a woman, I would prefer to talk about men, for there is so much there to talk about. Also, in keeping with current trends, the move today is away from segregation, discrimination, feminization. But, being a guest, obligates my courtesy to my host, the University of Michigan Library School, its Dean and my friend, Russell Bidlack, and to Rose Vainstein the coordinator of this year's Alumnus in Residence program. I am honored to say that I am an alumna.

All of this leads to the question: "Is librarianship a feminine profession?" Certainly there is a preponderance of this sex in the profession. It is a situation that has existed ever since Melvil Dewey started his first library school class in 1887 with nineteen women and three men. And in the library profession, at least, Euripedes' theory is disproved when he says, "A woman should be good for everything at home, but abroad good for nothing."

Mr. Dewey gave a speech on March 13, 1886, to the Association of Collegiate Alumnae of Columbia College, entitled, "Librarianship as a Profession for College-Bred Women." The speech was long and rambling. Despite the title, the first part of the speech was about the value and beauty of books; finally, on page eighteen Dewey got around to speaking of libraries as offering to women both employment and a profession. He said, "There is a large field of work for college-bred women in promoting the founding of new libraries, infusing new life into old ones, or serving on committees or boards of trustees where their education and training will tell powerfully for the common good."[1] He went on to say that in few lines of work have women so nearly an equal chance with men: "There is almost nothing in the higher branches which she cannot do quite as well as man of equal training and experience."[2] Dewey expressed a preference for college-bred women in selecting new librarians. Speaking of pay he said, "The salary of women for the first year is seldom more than $500 and at present few have grown to $1,000, though here and there $1,200 to $1,500 are paid to women of experience. But there is no reason why a woman cannot do the same work for which our leading librarians receive $3,000 to $5,000."[3] Women had a better chance for work in libraries than perhaps anywhere else. Dewey thought: He said that it was a quiet sort of work, without contact with the coarser side of life. And it was not as nerve-racking as teaching.[4]

Dewey notwithstanding, there were those women who became library educators and went into the nerve-racking field of teaching. In a survey of women who have served as library educators, the names are legion and some of them legendary. Many of them have held top positions in library schools and have filled them admirably. There have been many who have had great personal initiative and independence, many who, as Dewey described them, were "positive, aggressive characters standing in the front rank of educators in their communities, side by side with the preachers and teachers."[5] In analyzing women library educators as individuals, a pattern evolves which is not the same in every instance, but is still something of a pattern. Many of these educators have had many-faceted careers. They have had a variety of experience, usually including practical on-the-job experience as well as teaching; many of them have been promoted (or perhaps one might say demoted) to top administrative positions; a large number have been deans of library schools. Almost all of them have been active in professional associations, most of them as officers and a number holding the highest office in their respective associations; seven who are mentioned in this paper have been presidents of the American Library Association. Thirteen have served as President of the Association of American Library Schools and several as President of the ALA Library Education Division. Many have been authors of books and journal articles. Some have had foreign-service library experience. They have done many things and proved as Alfred Tennyson said in his *Queen Mary*: "Woman is vicarious and most mutable."

In trying to uncover the names of women library educators, many names have been found. The following list is not inclusive and important names may, by accident, have been omitted from this paper. Obviously it is impossible to discuss all of those listed at length and, because of the limitations of space, only the briefest of biographical details can be given. Perhaps there is some value in a longer listing and a shorter description in this particular paper, for it is hoped that it will serve simply as a suggestion to students and research workers that there is rich source material for a biographical series of leaders of library education.

The biographical sketches which follow present only bare-bones facts and in the manner of biographical dictionaries, the facts are limited, and I am afraid dull, and unrevealing.

Early Leaders

In the first graduating class of the first library school in the United States there were several women who became leaders in library education. Three of them founded library schools and two of them were among the early presidents of the American Library Association. Mary Wright Plummer was in this distinguished group.

Mary Wright Plummer

Mary Wright Plummer was a member of the first class of twenty-two students in the library school of Columbia College, which had been founded by Melvil Dewey in 1887. Miss Plummer was graduated in 1888. She was appointed librarian of Pratt Institute in 1891 and became director of the library school in 1895.

Miss Plummer was especially interested in training for work with children and included a children's room, the first of its kind, in Pratt's new building in 1896. As a delegate to the International Congress of Libraries at Paris in 1900 she had aroused a great deal of interest in libraries in the field of library education. Miss Plummer stayed at Pratt until 1911 when she went to the New York Public Library to found a library school in that institution.

Miss Plummer was the second woman president of ALA; her term of office was in 1915-16.

She was a poet, with *Verses* published in 1896 and an author, *Contemporary Spain As Shown By Her Novelists* was published in 1889. Her *Hints to Small Libraries* went through four editions and was translated into Russian, and her *Joys of Reading* has been stimulating reading to many people.

Miss Plummer was a reserved person; this was probably due to her Quaker upbringing, but she had great charm and many friends.

Josephine Adams Rathbone

Another president of ALA, in the year 1931-32, and an outstanding teacher, Josephine Rathbone was in the field of library education for forty-three years—as a chief instructor at Pratt Institute from 1895-1911, and as the Vice-Director, 1911-38. From the tales that are told of her, Miss Rathbone might be called, in modern terminology, "a character." She was a strict disciplinarian; many of her students thought she was less than kind or even fair. But she had a sense of humor and in teaching her classes she learned which jokes had mileage in them. She dressed well, prefering tailored suits for general wear; the only odd note in her costume were her white canvas shoes.

Miss Rathbone was forceful, progressive, enthusiastic and a voracious reader; her particular interests being in literature and political affairs. She also liked the theater and enjoyed traveling. Her books, *Viewpoints of Travel*, was published by the American Library Association. In politics she was a democrat and a liberal. Once or twice she dropped her subscriptions to *The Nation* and the *New Republic* but each time quickly renewed them again.

When she was elected President of ALA, some of the alumni of the library school raised money for her to use for travel expenses, but she used it to add a few frills in the traveling and called it her "joy fund." That she was held in affection by the graduates was shown again when she retired and the alumni contributed over one thousand dollars to have a portrait of her painted for the school. When she went out of the door of the Pratt School the last time, in 1938, she said, "I've had a ripping time."[6] After her retirement at the age of seventy-four, she went to live at her mother's old home in Georgia. And, although she had never driven a car, she bought one and learned to drive it. Josephine Rathbone was a woman of vigor!

Katherine L. Sharp

The fourth school for the education of librarians in the United States and the first west of the Alleghanies, the Armour Institute (later transferred to the University of Illinois), began its first instruction in September 1893, under the directorship of a woman, Katherine L. Sharp. Miss Sharp was a friend of Melvil Dewey. She started her new school with high standards. In order to be admitted each student had to pass an official examination. Of the 35 applicants only 12, including Margaret Mann, were admitted to the first class of the Department of Library Science. Miss Sharp, from the first, was not happy with a one-year program in library science. Although she had gone to Armour with the understanding that the main objective was to provide a short, practical course for those with a high school education, she hoped to develop a library course that would lead to a baccalaureate degree, and she made rapid progress with her plan. Shortly after the second academic year began, the program was extended to cover two years. Many famous speakers lectured at the school, including Melvil Dewey, John Cotton Dana, M. N. Larned, W. W. Bishop, and others.

Margaret Mann, who was her most famous pupil, said of Miss Sharp, "Her splendid mind, her dignity, her gracious bearing, and her love for her profession won the constant admiration of her students."[7] And through the entire course of the library school the basic principle was service, according to Miss Mann. "Miss Sharp was inspired herself and she was gifted in transmitting this inspiration to her class."[8] Between 1893 and 1897 formal library education received recognition and Katherine Sharp gained a national reputation for her program and for the zeal which permeated the school.

Alice S. Tyler

Another president of the American Library Association, and a library school director of outstanding influence, Alice S. Tyler was Dean of the School of Library Science at Western Reserve University from 1913-29. She had pioneered in state library expansion as secretary of the Iowa State Library Commission.

Miss Tyler's special talent was in public relations. When she became Director of the Western Reserve

Library School in 1913, no graduate credit was given, but through her planning and untiring work she elevated the school to the point, by 1927, that it was accredited by the American Library Association. She was given the title of Dean of the School in 1925 when she was sixty-six years old, but was still young in mind and spirit. Four years later, in 1929, she retired as Dean Emeritus.

Along with her active life as dean, Miss Tyler's affiliations with extra-library associations kept her busy. She was President of the Ohio Library Association, President of the Association of American Library Schools, and, in 1920-21, she was President of the American Library Association. She was also active in clubs and civic organizations in Cleveland. Her students remember her as vigorous, enthusiastic, positive, and inspiring.

Miss Tyler led an active life after her retirement. She had numerous hobbies, took trips, gave lectures, wrote articles, and attended college. She enrolled in a course in Greek civilization at Cleveland College after her retirement. Her name is memorialized at Western Reserve University by the Alice Tyler Scholarship, established in 1944.

The person who succeeded Miss Tyler as dean at Western Reserve was Miss Thirza Grant.

Others Who Were There

Alice B. Kroeger

Librarian of Drexel Institute and director of its library school from its establishment in 1892, Alice Kroeger was also a distinguished administrator who had great influence on the library profession. She is the author of two well known works: *The Study and Use of Reference Books* and *Aids in Book Selection.*

Salome C. Fairchild

Salome C. Fairchild, a leader early in the twentieth century, was an authority on book selection. She was the Vice-Director and an inspiring instructor in the New York State Library School, 1889-1905. She was a pioneer in work for the blind, having organized the New York State Library for the Blind in 1899. She was Vice-President of ALA in 1894-95 and again in 1900-01.

Mary E. Hazeltine

Long head of the University of Wisconsin Library School, Mary E. Hazeltine organized the school in 1906 and was its Principal until 1938. She was also an associate professor of bibliography from 1924-38. Miss Hazeltine was well known for the independence of her thinking and for the quality of the graduates who went out from her school. In addition, she was an author; the best known of her publications is probably *Anniversaries and Holidays.*

Sarah C. N. Bogle

Sarah C. Bogle was a leader in the development of library work with children at Pittsburgh. She was nationally influential in her efforts to raise professional standards in libraries and in library schools. Her work in library education was as Principal of the Carnegie Library School, 1911-20; as Secretary of the ALA Board of Education for Librarianship, 1924-32; and as Director of the Paris Library School under ALA, 1924-29. She demonstrated in Paris the significance of an international library school and its meaning to the library profession.

Harriet E. Howe

Harriet E. Howe, a long time library educator, taught in the library schools of University of Illinois, the University of Washington, Western Reserve, Simmons, Columbia, and Chicago. She also had experience as a cataloger at the University of Iowa and at the Minneapolis Public Library, but all of the preceding positions were brief encounters compared to her work as Director of the University of Denver Library School from 1931 to 1950. She retired in 1950 and went to Colorado Springs to live but was called from her retreat in 1953 to be the Acting Director, for two years, of the University of Southern California Library School. Miss Howe was a capable, efficient, and well-organized administrator. She was especially interested in a new approach to the teaching of reference courses and the school at Denver was a leader in changing the courses, which had been under such restricted headings as beginning reference and advanced reference, to the broad subject approach of the humanities, social sciences, and sciences. Another change in these courses was from form to content. Miss Howe was an able and admirable person and made a large contribution to library education.

Mary Duncan Carter Isbell

Mary Duncan Carter Isbell was involved in library work for many years, beginning in 1918 and ending with her retirement in 1966. She was Assistant Director of McGill University Library School, Director of the University of Southern California School of Library Science, a visiting lecturer at Simmons College Library School, and a professor at the University of Michigan library school. She was also engaged in library work in Cairo, Egypt, for several years.

Her best known publication is *Building Library Collections*, co-authored with Wallace J. Bonk and now in its second edition.

Alice Louise Le Fevre

Another woman dean who was a leader was Alice Louise Le Fevre, who began her professional career in Cleveland as a public librarian. She became a full-time library educator when she went to Western Michigan in 1945. Under her direction the librarianship program there had its beginning and reached full ALA accreditation as a graduate program.

Some Southern Women Library Educators

Tommie Dora Barker

The south has contributed its share of leaders in the field of library education. Among them was Tommie Dora Barker who was Director of the Library School at Emory University for many years. Miss Barker, a dignified, poised, and intelligent person was widely respected by her colleagues and peers. She was active in library associations, having served as Presi-

dent of the Association of American Library Schools in 1939-40, as President of the Southeastern Library Association from 1926-28, and as President of the Georgia Library Association in 1920-21. Prior to her deanship career, Miss Barker had worked as a reference librarian, as a state extension librarian, and as a regional field agent for the south for the American Library Association.

Evalene Jackson succeeded Miss Barker as Dean of the Emory School in 1954 and remained there until her retirement in 1965.

Susan Grey Akers

Another of the leading library educators in the south was Susan Grey Akers, who was born and educated in the south but obtained her library education certificate at the University of Wisconsin and her Ph.D. degree at the University of Chicago. Miss Akers, prior to going into library education, had been a public school teacher in Kentucky and Alabama; she began her library work in 1911 in the public library of Louisville, Kentucky, and during the next several summers worked in the public library in New York City. She also worked as a librarian in the Department of Hygiene at Wellesley College, and was a cataloger at the University of North Dakota. She began her teaching at the University of Wisconsin and from there went to the University of North Carolina in 1931, as an associate professor. She became acting director in 1932 and director in 1935. She served as head of the school until her retirement in 1954.

Miss Akers, like many other library educators, worked in professional associations; she was President of the North Carolina Library Association from 1943-1946. And like others, also, she had a foreign library assignment, serving as American Consultant to the Library Science Workshop for the U.S. Army in Tokyo in 1950-1951.

Miss Akers' greatest contribution to the library profession may be considered to be her book, *Simple Library Cataloging*. This book, and the revised edition, have been used since 1927 as a text in library schools and as a guide to many libraries, American and foreign. The clarity of presentation and the careful organization of the material in this book are indicative of Miss Akers' keen mind. She contributed greatly to the library profession through this publication and through i[illegible] leadership in the field of library education.

Virginia Lacy Jones

Virginia Lacy Jones was and is a library education leader in the south; she was born in Cincinnati, received her undergraduate degree at Hampton Institute, her master's degree in library science at the University of Illinois, and her Ph.D. at the University of Chicago. Prior to teaching, Mrs. Jones worked in the Louisville Public Library. She taught library science at the A & M College, Prarie View, Texas, and was a cataloger at Atlanta University before she began her teaching in the library school there in 1941. In 1945 she was appointed Dean and still holds this position at Atlanta. Dr. Jones has held many committee appointments and official positions in library organizations including the presidency of the Association of American Library Schools.

She is now on the Executive Board of the American Library Association. Her reputation is based on her intelligence, integrity, high standards, and devotion to her work. She has contributed greatly to library education for the black race and to library education in general.

Frances Lander Spain

Frances Lander Spain, a native of Florida, had most of her education in the south, but obtained the Ph.D. degree at the University of Chicago. Her work experience has been concentrated in the areas of children's librarianship, library school teaching, and junior college library work. From the children's room in the public library at Jacksonville, Florida, she went on to become head of the Library Science Department and later Head Librarian at Winthrop College in South Carolina. She was Assistant Director of the Library School at the University of Southern California from 1949-1953 and from there she went to the New York Public Library as Director of Children's Services. She retired from this position in 1961, returning to her native south where she became Director of Library Services at Central Florida Junior College. While in the New York area Mrs. Spain was a visiting lecturer at the library school of Columbia.

Mrs. Spain was awarded a Fulbright Award in 1951-52 and spent the year in Thailand, teaching library science. She was President of the American Library Association in 1960-61 and has served as an officer in numerous other library groups.

Florrinell Morton

Florrinell Morton, born in Texas, has spent most of her professional library life in the south in Louisiana, although she had her college and library school education at the University of California at Berkeley. She has been a high school teacher, a cataloger, and a library school professor. She went to the University of Louisiana Library School as an instructor in 1933 and was promoted through the ranks to become Director and Professor in 1944. She has held that position ever since.

Mrs. Morton has had her share of professional association activity having, among other offices, been President of the following: the Louisiana Library Association, The Southwestern Library Association, Association of American Library Schools, ALA Library Education Division, and the American Library Association.

Her professional contributions have been recognized by the Beta Phi Mu Award for Contribution to Education for Librarianship.

Recent and Current Mid-Western and Eastern Deans

Margaret Rufsvold

Margaret Rufsvold has been an important force in library education. She taught at the University of Southern California in the summer of 1938 and has briefly worked in several positions, but her main library education service has been at the University

of Indiana. She went there in the fall of 1938 as an instructor. She was promoted through the various academic ranks and was made Director of the School in 1947. She developed the curriculum, with especial contribution to the audio-visual field, planned new quarters for the library school, and built the faculty and student body, bringing recognition to the School. Several years ago she decided to leave administration and return to teaching, and she is now a full-time professor in the Indiana Library School.

Miss Rufsvold was Second Vice-President of ALA in 1957-58, President of the Indiana Library Association in 1954-55 and of the Indiana School Library Association in 1964-65. She has served on and been chairman of numerous other committees and boards and was on the Indiana Governor's Committee of the White House Conference on Education in 1954-55. She was a library consultant to the Ministry of Education in Thailand from 1954-61.

She has contributed to periodicals and journals and has had several separate publications issued under her name. One of her most important books was published under the title, *Audio-Visual School Library Service.*

Miss Rufsvold received the Beta Phi Mu award for distinguished service to library education in 1956.

Rachel Katherine Schenk

Rachel Schenk, Director of the University of Wisconsin Library School, 1951-63, brought to this position a background of experience as a public school teacher. She had also worked in a public library, a private college library, and a university library. She became an assistant professor at the University of Wisconsin in 1945, was made Director of the School in 1951, and retired from this position in 1963. She then worked for several years in a position of lessened responsibility.

Margaret Ellen Monroe

Margaret Monroe succeeded Rachel Schenk as Director of the University of Wisconsin Library School in 1963. She had been a high school librarian and had worked as a young adult librarian, a branch librarian, and a readers' adviser in a public library. She had also served as Director of the ALA American Heritage Project and later as a teacher in the Rutgers University Library School. She became Director of the Wisconsin Library School in 1963, but after several years in this position decided that she preferred teaching to administration. She is currently a professor at Wisconsin. Active in professional organizations, she is presently President of the Association of American Library Schools. Her most substantial contribution to professional literature is her book, *Library Adult Education.*

Harriet B. MacPherson

Dr. Harriet MacPherson held several library positions before embarking on library education. She began her teaching career at Columbia but went to Drexel as a professor in the Library School in 1948. In 1949 she was given the added responsibilities of Dean of the School and Librarian of Drexel Institute. She held this position until her retirement in 1958.

And Still Other Leaders

Among library educators who have had important influence on students must be included the name of Esther Stallman who taught at the Peabody Library School, the University of Tennessee, the Albany Library School—here she was head, but decided to leave administration to return to teaching. From Albany she went to the University of Texas, where she taught until her death in 1968.

Other library school deans and leaders are Margaret Knox Goggin, University of Denver; Jean Lowrie, Western Michigan; and Genevieve Dixon, Director of the School of Library Science of Texas Woman's University.

Several Canadian Women Library Educators

Bertha Bassam

Canada has furnished women library education leaders also. Bertha Bassam was associated with the University of Toronto Library School from its opening as a one-year diploma course in 1928. In 1951, Miss Bassam became the Second Director of the school. She had made a major contribution to the planning that led the school to its program leading to the M.S.L.S. degree. Her influence in the school was far-reaching. As a teacher and lecturer she was known for her clear thinking and good judgment. Her success in remembering the names and faces of former students was a marvel to the alumni.

Miss Bassam gave generously of her time to library organizations. These included the Ontario Library Association, the Canadian Library Association, the American Library Association, and the Special Libraries Association. In 1959-60 she was President of the Canadian Library Association and was a gracious hostess to members of the American Library Association, which held a joint conference with Canada in Montreal that year. Under all the pressures of her position Miss Bassam always pursued high standards of education for professional librarians.

Among other Canadian women library school leaders must be included the names of Mrs. Violet Coughlin, who is the Dean of the McGill University Library School, and her predecessor, Vernon Ross.

Sarah Rebecca Reed

Then there is Sarah Reed who is currently Director of the Library School at the University of Alberta. Before going to Canada, Miss Reed had taught in the library schools of the University of North Carolina, the University of Florida, and the University of Denver. Her work in library education was extended to other fields when she was Executive Secretary of the Library Education Division of ALA and later when she went to Washington, D.C. as the Library Education Specialist in the U.S. Office of Education. Miss Reed has been given the Beta Phi Mu Award for her contribution to the field of library education.

Miss Reed's energy is exceeded only by her genuine friendliness and innate courtesy. While in Washington she assisted librarians and library educators in many ways, professionally by making appointments for them with legislators or Office of

Education officials and by offering the services of her office and personally as she used her car almost as a taxi to take people to their hotels or the airport. Although she had often finished a long, tiring day in her office, she took visiting librarians to interesting restaurants or to historical sites in Washington in the evening.

Teachers

Most of the people in the preceding list have held administrative posts in library schools. The names that will follow have been engaged in teaching and have influenced hundreds of students as they prepared for library careers.

Helen E. Haines

Helen E. Haines, author, teacher, reader, bibliographer, is a name known to teachers of book selection and to library selectors of books everywhere.

In 1914 Miss Haines joined the faculty of the Los Angeles Public Library when that library had under its auspices the library school that was later moved to the University of Southern California. Here she taught book selection. Later, from 1924 to 1936, Miss Haines taught at intervals at the Library School of the University of California. From 1937 to 1945 she taught in summer sessions in the library school at Columbia University. And, after 1937, for many years, she was a visiting professor in the School of Library Science at the University of Southern California. This university conferred on her the honorary degree of Master of Arts.

Miss Haines, who was born in New York City, was the eldest of five sisters. Due to her mother's influence, she grew up in an atmosphere of reading and discussion of books and, at the early age of twenty years, she was employed by R. R. Bowker in the *Library Journal* office. One of her first jobs was the editing of the third supplementary volume of the *American Catalogue* (1890-1895). Her talent for book reviewing was soon discovered and the many reviews which she wrote showed brilliance, careful analysis, literary discrimination, and frank appraisal. Miss Haines worked at the Bowker Company from 1892 until her resignation in 1908. During this time she served as editor of *Library Journal* from 1896 until her resignation due to ill health, in March 1908. Never before nor since has this journal had the lilt and color that it had under Miss Haines' name. During the sixteen years at Bowker's headquarters she attended most of the annual conventions of the American Library Association; one of her responsibilities was the recording of official minutes and the indexing of the proceedings. For this chore she was paid the sum of $10.00.

Because of ill health during much of her life, a fight against tuberculosis, Miss Haines was unable to maintain a formal work schedule such as many people do, but even when house-bound she read voraciously and was a discriminating judge of books and of their values. She wrote two books which are classics in their fields: *Living With Books*, which was produced in a first and second edition, and also the book, *What's In A Novel*. The first of these was and is still used as a textbook in library schools and was used in public libraries for fifteen years as a buying list of books. Miss Haines knew how to evaluate and select books and was able to convey this to students.

In addition to her contribution to the literary and book world, Miss Haines rendered many other professional services. She was Vice-President of the New York State Library Association and Second Vice-President of the American Library Association. She organized the Pasadena Library Club and frequently was asked to speak on the programs of the Long Beach, Los Angeles, and Pasadena libraries as well as for the meetings of the California Library Association and the School Librarians Association.

Miss Haines was a person of broad social sympathy and believed that intellectual freedom must be preserved for every individual. She took especial pride in the fact that she organized the Committee on Intellectual Freedom in the California Library Association in 1937 and served as its chairman for ten years. Her influence on librarians, library school students, and the publishing world was far-reaching and immeasurable.

Margaret Mann

Margaret Mann was a librarian and a teacher who led in the field of cataloging and classification for nearly half a century. Her work began in 1895 in one of the pioneer schools of library education, the Armour Institute in Chicago. Forty-three years later she retired from the Department of Library Science at The University of Michigan. In the intervening years she had been involved in cataloging positions in public, university, and special libraries and had taught in several library schools. She began in the school from which she was graduated, the Armour Institute. When the Armour Department of Library Science was transferred from this school to the University of Illinois in Urbana, Miss Mann went along as a member of the faculty of the new school. She was an instructor in the Paris Library School for two years and then, in 1926, went to serve on the faculty of the University of Michigan library school and stayed at Michigan until her retirement. People who knew Miss Mann called her a "born teacher." She was a person of superior intellect. She earned straight A's in her own library school course and always had a fine sense of organization. The field of cataloging apparently appealed to her sense of order and accuracy.

Miss Mann was not only an excellent teacher but she was an author of distinction. Her famous book on introductory cataloging and classification has been used as a basic text in many library schools, in the United States and abroad.

Edith Margaret Coulter

A great teacher, Edith Coulter, with a Bachelor of Arts Degree from Stanford University, received her library training at the New York State Library School from which she graduated in 1907. She returned to her native state, California, and was a cataloger in the

Berkeley Public and Stanford University Libraries before she went to the University of California as Assistant Librarian. She also worked in the Reference Department at Berkeley from 1915 until 1927. She took a part-time teaching assignment in 1912 when the first courses in librarianship were offered at the University of California. In 1918 when the Department of Library Science was established, Miss Coulter joined the faculty of the Department and was a member of that school until her death. She taught courses in reference, subject bibliography and government publications. She taught with clarity and precision, according to her students.

Miss Coulter early demonstrated stature and ability as an instructor. Her teaching was described by her friend and colleague, Ethelyn Markley, as being "exciting, provocative, and best of all enjoyable because she so obviously enjoyed doing it. Those who were fortunate enough to be in her classes realized at once that they were a privileged group."[9] One of her students, Henry Madden, now Librarian of Fresno State College, spoke of her classroom manner, "When her brilliant wit brought the class to a burst of laughter a shy smile would briefly steal across her face. Then, almost provacatively assuming a contrastingly stern expression, she would permit a few earnest minutes to pass before another charming expression of humor brought a laughing response."[10]

Edith Coulter was a teacher *par excellence*. So well was she liked and so well was she remembered by students who had had her classes in the University of California library school, that an annual lecture was named in her honor in 1947. The Coulter Lecture, by a distinguished speaker, is given each year, during the annual conference of the California Library Association.

Miss Coulter had a long tenure as a teacher at the University of California Library School, from 1918 to 1953. In addition to teaching, Miss Coulter was the co-author of several books. Among these were: *Historical Bibliographies* (with Melanie Gerstenfeld); *Camera in the Gold Rush* (with J. Van Nostrand); *California Pictorial* (with J & S Van Nostrand) and *Thirteen California Towns*, (with E. A. Bancroft).

Miss Coulter participated in professional association work, also. She was President of the Association of American Library Schools in 1943, was on the Board of Directors of the Book Club of California, a fellow of the California Historical Society; she was awarded the honorary degree Doctor of Letters by Mills College in 1960 and the Isadore Gilbert Mudge Citation for her distinguished contribution to reference librarianship, by the American Library Association, in 1961. She is remembered with respect and affection by generations of students.

Ethel Fair

Beginning her work as a librarian in 1913, Ethel Fair continued to serve the profession for more than fifty years in various capacities. The library education phase of her work included being an instructor at the University of Wisconsin Library School, Acting Principal of the Carnegie Library School, Atlanta, Director of the Library School of the New Jersey College for Women, and Library Lecturer and Consultant at the American University in Cairo, Egypt. Miss Fair was awarded the honorary degree Doctor of Humane Letters by Douglass College, Rutgers in 1959.

Marion Louise Horton

Marion Horton, who influenced and "sparked" the minds of many students, taught in several library schools. She was an Instructor and the Principal of the Los Angeles Public Library School from 1917 to 1928. She taught in the Columbia University library school from 1928 to 1930 and in various summer sessions at Johns Hopkins University, the University of Oregon, and the University of Mississippi. In addition to these teaching assignments she was Editor of the *ALA Catalog* from 1926-1941 and of the *Buying List of Books for Small Libraries*. The extent of her ability extended beyond her teaching and editing, however. She had been a cataloger at Stanford University from 1912 to 1913 and a high school librarian in Oakland, California, from 1913-1916. Because of a hearing problem, Miss Horton gave up teaching after her Columbia experience and became Head of the Order Department of the Library and Textbook section of the Los Angeles City Board of Education. She was in this position from 1932 to 1952, after which she went abroad and was in Istanbul, Turkey for a year. While there she organized the library of the American Academy for Girls. The next year she was a consultant for the International Youth Library in Munich. In 1954 she returned to teaching; having found a satisfactory hearing aid, she was able to hear and to communicate in the classroom; she joined the faculty of the University of Southern California Library School where she taught the courses in reading guidance and school library administration until 1962, when she retired and went to Pomona to live. Many students took Miss Horton's courses mainly because she was the teacher. Her sharp incisive mind, her great appreciation and extensive knowledge of literature, and her ability to teach made her a much sought-after teacher. And her energy was boundless. Frequently when books were not available in the university collection she went to other nearby libraries, borrowed what she needed and brought bags full of books to her classes. She did not drive a car and had to use buses and other public transportation to go for and to return these loads of books. Even after retirement, she helped organize the library of the retirement center in which she lives.

Agnes Camilla Hansen

Agnes Camilla Hansen entered her library teaching career at the University of Denver library school, where she remained for some years as an associate professor. She was for many years head of the foreign department of the Seattle Public Library, and for three years was on the staff of the American Library in Paris.

In 1938 she became Associate Director of the Pratt Institute Library School and stayed at Pratt until she retired. Miss Hansen's students were devoted to her and showed their gratitude, after her retirement, by

bestowing upon her the annual alumni award from Pratt Institute. Miss Hansen was the author of *Twentieth Century Forces in European Fiction*, which was published in 1934.

Elizabeth Nesbitt

A leader and specialist in children's work, Elizabeth Nesbitt had a fine background of practical experience in public and college libraries before beginning her teaching at the Carnegie Library School in 1929. Here she was admired, respected and loved by her students where she served Carnegie first as a teacher and later as Dean.

Miss Nesbitt wrote *Howard Pyle* and was a co-author of *A Critical History of Children's Literature*.

Frances Henne

Frances Henne has been in library education since 1939, but like many other teachers, she had valuable practical experience to bring to her teaching. She had worked in high school, public, and college libraries. She taught at the University of Chicago Graduate Library School from 1939 to 1952, was a visiting instructor at the University of Minnesota and at Rutgers, and was at Columbia for several summer sessions. She joined the faculty of the School of Library Service at Columbia in 1954 and is still there as a full professor.

Dr. Henne, who received her Ph.D. at the University of Chicago, has been elected to various offices and committees. She was Chairman of the Association of American School Librarians in 1948-49.

Her publication record includes important articles and published documents. One of the most used and valuable was the *Planning Guide for the High School Library Program*. Co-authors were Ruth Ersted and Alice Lohrer.

Miss Henne is credited by her colleagues and associates as being the leader and driving spirit in the production of the standards for school libraries, under the title *The Standards For School Library Programs*. Miss Henne received the Joseph W. Lippincott Award in 1963. The citation reads as follows:

> The Joseph W. Lippincott Award for 1963 goes to Dr. Frances Henne for her dedicated and distinguished service to the library profession.
>
> For many years Miss Henne has devoted herself to the cause of libraries of all kinds, working untiringly for their development and for the improvement of their services. She has given creative and inspirational leadership of the highest quality. She has served professional library associations in many ways, having held offices in several ALA divisions over a period of years and having worked on many and varied professional committees. She has directed workshops and been in demand as a speaker in different parts of the country. She is an outstanding professor as many of her students will testify.
>
> Her name is well known in publishing. The titles, *A Planning Guide for the School Library Program* and *Youth Communication and Libraries* have been used extensively and have been important influences in library development. She has contributed articles to many library and educational journals.
>
> Her work on *The Standards for School Library Programs* is in itself worthy of a national award because of the forward-looking philosophy and the impact of these standards on the improvement and development of school libraries throughout the country.
>
> In summary, through her participation and leadership in professional organizations, through her prolific writings, including books and articles in professional journals, through her dynamic lectures before state and national education and library groups, and through her inspired teaching, Frances Henne has made a significant contribution worthy of the highest recognition and award by the American Library Association.

Mary Virginia Gaver

Another woman president of the American Library Association and a Virginian, Mary Virginia Gaver earned her first degree at Randolph-Macon Woman's College in Virginia, but went to Columbia University for her degree in library science. She worked as a high school librarian in Virginia and in New York and as a visiting instructor of library science at the University of Virginia and at Emory University. She was supervisor of a WPA project in Virginia in 1938-39. She was Librarian at the State Teacher's College in Trenton, New Jersey, from 1942-54 and, in 1954, joined the faculty of the Graduate School of Library Service at Rutgers. She is retiring from this position in June of this year to join the staff of Bro-Dart.

For a change of pace, Mary Gaver taught library science at the University of Tehran, Iran, in 1952-53. She has been an officer in many professional library associations, and has served as president of the ALA Library Education Division and of the American Association of School Librarians.

She was President of the American Library Association in 1965-66. Recognition of her contributions has been made through several awards given to her: the Putnam Award in 1963 and the Beta Phi Mu Good Teaching Award in 1965. Her published works have been mainly in the field of school librarianship.

Frances Neel Cheney

Anyone who has ever met Frances Cheney (most of her friends call her Fannie) remembers her. Her wit and good humor, her native intelligence, and her friendly manner draw people to her, and there is never a dull moment when Fannie Cheney is around. She has spent most of her professional life in Nashville, Tennessee. She has worked in the Vanderbilt University Library in several capacities, has been on the faculty of the library school of George Peabody College since 1946, and has served as acting director on several occasions. She taught in the Japan Library School at Keio University, Tokyo, in 1951-52.

Her interest in poetry and her bibliographic publications in this field led to her appointment, for the year 1943-44, as Assistant to the Chair of Poetry at the Library of Congress. She has been president of the Southeastern Library Association, the Tennessee Library Association, the Association of American Library Schools, the Library Education Division of ALA, and many other organizations.

Frances Cheney, in addition to her great contribution as a library educator, has been a very important influence in the field of reference and bibliography. Her column, "Current Reference Books," has appeared in the *Wilson Library Bulletin* for many years. This monthy column serves as a critical evaluation and guide to the purchase of nonsubscrip-

tion publications. Frances Cheney has greatly enriched the body of literature of the library profession through her publications. She was awarded the Beta Phi Mu Good Teaching Award in 1959 and the Mudge Award in the field of reference work in 1962.

Lucille Foster Fargo

A specialist in school librarianship and a person with experience in many library areas, Lucille Foster Fargo's major teaching experience was at Western Reserve University. Her publications have been valuable guides and instructional tools. Perhaps the most useful one was *The Library in the School* which was issued in a third edition in 1939.

Bertha Margaret Frick

Another teacher who had had varied practical experience in libraries was Bertha Frick. Her teaching was mainly centered in the Columbia University library school where she was on the faculty for more than thirty years. Miss Frick was editor of the sixth, seventh, and eighth editions of *Sears List of Subject Headings*. She was awarded the Melvil Dewey Medal in 1965.

Margaret Hutchins

Another librarian-teacher-author was Margaret Hutchins whose major teaching experience was also at Columbia University. Her best known publication was *Guide to the Use of Libraries* (co-authors were M. S. Williams and A. S. Johnson).

Elva S. Smith

Elva Sophronia Smith, well known in children's library work, was Head of the Boys and Girls Department of the Carnegie Library in Pittsburgh and had her major teaching experience at the Carnegie Institute Library School. Also, an editor and author, Miss Smith made a great contribution to the library profession.

Other Teachers

There are many other teachers who should be in a hall of fame. The scope of this paper does not allow further inclusion here. That it is thus, is unfortunate.

Second Career Teachers

Several women, successful in library education, came to it late. They could almost exemplify John Heyward's line, "A woman hath nine lives like a cat." The major careers of these women had been in library work; for example, one had been head of a large public library, another had been head of a branch public library and a supervisor of army base hospital libraries, another had been a supervisor of children's work, and still another, supervisor of a large system of school libraries.

Althea Warren

A woman who was president of the American Library Association, (1943-44), Althea Warren was primarily a public librarian. Her two major positions were as head of the San Diego Public Library and of the Los Angeles Public Library, but she was also involved in library education. She was a lecturer at the library schools of The University of Michigan, in 1949-50, and the University of Wisconsin, in 1950-51. She had taught at the University of Southern California in 1948, and joined that staff again in 1952 and taught there until 1956. The majority of Miss Warren's teaching took place after her early retirement from the public library field. She brought to teaching a wealth of practical experience and a contagious enthusiasm for the library profession.

Ernestine Rose

Ernestine Rose had a rich experience in both teaching and practicing librarianship. She was on the staff of the New York Public Library from 1905-1942. She taught library science at the library school of the New York Public Library, the Carnegie library in Pittsburgh, and at the Columbia University library school. While working at the 135th Street Branch of the New York Public Library, she initiated and supervised the now-famous Schomburg Collection of Negro Literature and History. Miss Rose had a special interest and training in library service for the sick. She taught this subject at Columbia. Her background for the work stemmed from her experience as a supervisor of library service in Army base hospitals and as a librarian with the Army of Occupation in Germany. Her understanding of people, her practical experience, and her vision were important assets in her work and in her writing. Her book, *The Public Library in American Life*, published in 1954, points out that the American public library is a lively, important institution with a rich heritage and an important future.

Frances Clarke Sayers

Then there is the dramatic children's specialist, Frances Clarke Sayers, who was Supervisor of Children's Work at the New York Public Library and later taught children's courses in the library school of the University of California at Los Angeles. She also taught as a visiting lecturer in the library schools of the University of California at Berkeley and at The University of Michigan. Mrs. Sayers has been a much-sought-after lecturer for library conventions. Many of her friends have said that she missed her calling as a great dramatic actress, and probably could have been of the stature of a Helen Hayes.

Elizabeth O. Williams

Elizabeth O. Williams, who attained national eminence in school library work, spent four good years, 1962-65, in teaching her speciality at the University of Southern California library school after she retired from the position as Head Supervisor of the Los Angeles City Schools. She had been president of the American Association of School Librarians and in all of her professional life was admired and respected for her great integrity, her warm modest friendliness, and her gentleness.

In reviewing this list of women leaders in library education it is interesting to note that there have been many of the weaker sex who have been leaders and persons who have filled positions of responsibility. For example, in this paper the names of thirty-two women have been recorded as deans of library

schools. These are Mary Wright Plummer, Josephine Rathbone, Katherine Sharp, Alice Kroeger, Harriet McPherson, Mary E. Hazeltine, Rachel Schenk, Margaret Monroe, Alice Tyler, Thirza Grant, Sarah Bogle, Ethel Fair, Sarah Reed, Margaret Rufsvold, Florrinell Morton, Virginia Lacy Jones, Susan Akers, Vernon Ross, Bertha Bassam, Violet Coughlin, Elizabeth Nesbitt, Marion Horton, Harriet Howe, Mary Duncan Carter Isbell, Alice Louise LeFevre, Tommie Dora Barker, Evalene Jackson, Margaret Goggin, Jean Lowrie, and Genevieve Dixon.

Seven have served as presidents of the American Library Association: Mary Wright Plummer, Josephine Rathbone, Alice Tyler, Althea Warren, Florrinell Morton, Frances Spain, and Mary Gaver.

Seven have been presidents of the Association of American Library Schools: Alice Tyler, Edith Coulter, Tommie Dora Barker, Florrinell Morton, Frances Cheney, Virginia Lacy Jones, and Margaret Monroe.

Several have been presidents of the ALA Library Education Division. Many of them have held numerous other positions and many have been authors.

There have been and there are many women leaders in library education, and in the library profession. Other professions are now trying to involve more women in their professional work. Robert Burton's statement in *Anatomy of Melancholy*, written in the 17th century, is almost more pertinent now in our "pant-suited society" than when it was written. He says there is so much cause for laughter "To see . . . children rule; old men go to school; *women wear the breeches* . . . and in a word, the world is turned upside down."

If a totality of the experience of women library educators could be synthesized it might read thus: they contributed—they had energy and enthusiasm, imagination and innovation, persistence and practicality, wit and wisdom, dogged courage and determined perseverence, vim, vigor, and vitality, hard work, leadership, and love. Their accomplishments are many, their services great.

Each of these women has hoed a hard row and enjoyed it, not trying to conceal the fact that it really was a "man-sized" job. There have been giants in the earth and there have also been giantesses!

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Technical Services and Women

F. Bernice Field

The Concept of Technical Services

The use of the term "technical services," or one of its variants (technical processes, preparations, processing, etc.), is comparatively new in librarianship. Not until the 1943-45 volume of *Library Literature* did references to articles on "technical processes" appear, and only two articles were listed under this heading in that volume. For many years libraries had separate acquisitions and catalog departments, and the idea of organizing these operations into one coordinated unit developed slowly. In a paper given at the ALA Conference in Atlantic City in 1948, Joseph L. Cohen reported locating forty-seven libraries which had technical services divisions, but only three of these were established before 1941.[1]

The trend toward this type of organization has been rapid in recent years, however; and today the combining of at least ordering and cataloging is common in both large and small libraries. Attached to these may be binding, preparation of volumes for the shelves (labelling, marking), and photographic services. Maurice Tauber in his book *Technical Services in Libraries* (Columbia University Press, 1954) also includes circulation. In large libraries the selection of materials to be acquired is usually assigned to subject specialists, frequently called bibliographers, which may be a separate unit or a part of technical services.

Objectives of a Technical Services Organization

Probably the chief objective of a technical services organization is to achieve better coordination of the functions connected with acquiring and preparing books for use and thereby decrease the costs of these operations. From the vantage point of being responsible for the departments engaged in these operations a director of technical services is able to see the ways in which the procedures of one department affect those of others; he sees relationships which autonomous department heads may not discover. Planning is generally more effective under the direction of one knowledgeable person than when carried out by individual department heads who are concerned chiefly with their own problems. Among other objectives which have been cited are to decrease the span of control of the head librarian, to remove personnel difficulties, to provide more mobility in personnel.

Plan of This Paper

This paper will consider acquisitions, cataloging, and technical services, describing their history as groups within the American Library Association and outlining the contributions of some of the leading women in these fields. It will conclude with a discussion of the opportunities for women in technical services today.

Acquisitions

Acquisitions in ALA

Acquisitions librarians were slow to organize within the American Library Association. Prior to the reorganization of the Association in 1957 there was no membership organization to which acquisitions librarians could belong, but there were ALA committees and boards concerned with acquisitions. The Board on Acquisition of Library Materials, the most active of these, formed the basis of the Acquisitions Section of the Resources and Technical Services Division, established in 1957. There were also, at the time of the founding of RTSD, a Bibliography Committee, a Book Acquisitions Committee, and a Board on Resources of American Libraries. The first two of these were discontinued, while the third became the Resources Committee of RTSD.

Women in Acquisitions

Women have been less prominent in the acquisitions field than men, but there are three who are widely known as acquisitions librarians, all of whom have been very much involved in ALA activities dealing with this area of library operations. They are as follows:

Dorothy B. Keller, Head of the Acquisitions Department, University of California at Berkeley, for many years until her retirement in 1969. Mrs. Keller was Chairman of the Serials Round Table, a member of the Book Acquisitions Board, a member of the Executive Committee of the RTSD Acquisitions Section for several years, and Chairman of the Section in 1959-60.

Helen Welch Tuttle, Acquisition Librarian, University of Illinois, 1961-1968; Assistant University Librarian for Preparations, Princeton University Library since 1968. Mrs. Tuttle had been on numerous committees of RTSD and the Acquisitions Section. She has also served as Assistant Editor for Acquisitions of *Library Resources and Technical Ser-*

vices (1957-60), as a member of Council representing RTSD, and as RTSD President (1961-62). One of Mrs. Tuttle's strong interests has been technical services cost ratios; she served as chairman of a committee which worked on this. She has made numerous contributions to library periodicals and is presently Chairman of the ALA Committee on Organization.

Avis G. Zebker, Coordinator, Book Order Department, Brooklyn Public Library. Mrs. Zebker was on the RTSD Organizing Committee representing acquisitions librarians and has been on many committees of both the Division and the Acquisitions Section. Among the latter are the Acquisitions Policy Committee, the Advisory Committee on Guidelines for Book Purchasing (ad hoc), the Cost of Library Materials Index Committee, and the Reprinting Committee (Chairman 1967-69). Mrs. Zebker is presently Chairman of the RTSD Nominating Committee and RTSD Representative to the United States Book Exchange.

Cataloging

Cataloging in ALA

Catalogers were among the earliest groups in ALA to organize. At the 1900 conference a meeting of catalogers was held to determine if there was sufficient interest to warrant the formation of a permanent section. The 125 catalogers present had such a lively discussion that it was decided to request the ALA Council to establish a cataloging section. The request was granted, and the group continued on an informal basis until 1910, when a constitution was drawn up to formalize the organization. A revised constitution in 1923 provided for the establishment of regional groups of catalogers throughout the country, which gave added strength to the Section. In 1940 the Catalog Section petitioned for divisional status, which was granted, with a change of name to Division of Cataloging and Classification. In the spring of 1954, after many years of effort, the Division won an Executive Secretary at ALA Headquarters. At the time of the reorganization of ALA in 1957, the Division became the Cataloging and Classification Section of the Resources and Technical Services Division.

In 1944 the Division of Cataloging and Classification began issuing a publication entitled *New Notes of the Board of Directors*, which in the fall of 1949 became the *Journal of Cataloging and Classification*, the first periodical in the world to be devoted exclusively to cataloging and classification. In 1957, at the time the DCC became the Cataloging and Classification Section of RTSD, the *Journal* merged with *Serial Slants*, published by the Serials Round Table, to form the new divisional publication, *Library Resources and Technical Services*.

The RTSD Cataloging and Classification Section and its predecessors have been among the most active organizations in ALA. Revision of the cataloging rules was a major concern from the late 1930's through 1966. The long period of study and reevaluation of cataloging rules resulted first in the issuance of *Rules for Descriptive Cataloging in the Library of Congress* (1949) and finally the *Anglo-American Cataloging Rules* (1967), which were produced in cooperation with the Library Association (Great Britain) and the Canadian Library Association and include a revised version of the LC descriptive rules of 1949.

Classification, subject headings, cooperative cataloging, training of catalogers, cataloging costs, standardization of the formats of periodicals, union catalogs, research in cataloging, cataloging of special types of materials—all were among the subjects with which the Section members concerned themselves. Committees on topics of vital concern to members have enlisted the efforts of many librarians in the field and developed an enthusiastic group in the cataloging profession.

Women in Cataloging

Early Years. The early officers of the Catalog Section were largely men, including library administrators, who took great interest in cataloging; but very soon women became leaders in the cataloging profession, also. Among those who were well known in the early years are the following:

Susan G. Akers. After graduation from the University of Wisconsin, Miss Akers held a variety of positions in Kentucky, Alabama, Massachusetts, New York, and North Dakota until 1922, when her teaching career began. In 1930 she went to the University of North Carolina as Associate Professor and by 1935 was Director (later Dean) of the School of Library Science there. Her *Simple Library Cataloging*, with five editions in forty-two years, brought her great fame. In 1957 she was awarded the Margaret Mann Citation as "distinguished author and teacher, leader of cataloging activities in the Southeast and throughout the United States, consultant for Library Service in Japan and Iran, for noteworthy contributions to library service."

Dorcas Fellows, author of *Cataloging Rules with Explanations and Illustrations*, the first edition of which appeared in 1914 and the second in 1922. Miss Fellows was instructor in advanced cataloging at the New York State Library School at Albany. Her rules were widely used as a textbook in the teaching of cataloging until the 1930's when Margaret Mann's book on cataloging appeared (see below).

Harriet D. MacPherson. With a certificate from the Library School of the New York Public Library and a Ph.D. in Romance languages, Miss MacPherson became widely known to generations of library school students at the Columbia University School of Library Service as a demanding and inspiring teacher of cataloging. After a brief interval as Librarian of Smith College, she went to Drexel Institute as Professor of Library Science and within a year became Dean of the School. Following her retirement she continued her interest in cataloging by compiling the index to the *Anglo-American Cataloging Rules*. Miss MacPherson served as Chairman of the Catalog Section in 1932-33 and later as President of two ALA divisions—the Library Education Division and the Association of College and Research Libraries. Her book, *Some Practical Problems in Cataloging*, published by ALA in 1926, has been extensively used

in cataloging courses and by catalogers in the profession.

Margaret Mann, cataloger and teacher of cataloging, whose *Introduction to Cataloging and the Classification of Books* has been used as a text in cataloging courses and a reference tool by catalogers for more than thirty years. The first edition was published by ALA in 1933, the second in 1943; no book on cataloging issued since then has replaced it in quality and scope. Miss Mann, after holding various cataloging positions, became Associate Professor of Library Science at The University of Michigan, where many of today's leading catalogers were her pupils. She was Chairman of the Catalog Section in 1909-10. In 1922, as Chairman of the Committee on the Reorganization of the Catalog Section, Miss Mann visited catalogers in various sections of the country to discuss the reorganization, and out of these visits came her idea for establishing regional groups of catalogers, affiliated with the ALA Catalog Section; these have been a source of great strength to the cataloging profession.

Julia Pettee, Head Cataloger, Union Theological Seminary Library, New York, for many years. Miss Pettee made a career of theological librarianship. Her *List of Theological Subject Headings* (1st edition, 1924; 2d edition, 1947; both published by ALA) and her *Classification of the Library of the Union Theological Seminary* (1st edition, 1924; revised and enlarged edition, 1939; republished with additions and corrections 1939-December 1966, edited by Ruth Eisenhart, 1967; all published by the Seminary) are used by at least fifty theological libraries. Her *Subject Headings: the History and Theory of the Alphabetical Approach to Books* (H. W. Wilson Company, 1946) is considered an outstanding work in a field about which little has been written.

Minnie Earl Sears, known particularly for her *List of Subject Headings for Small Libraries* (1st edition 1916; five editions during her lifetime; kept up-to-date since her demise in 1933 by Bertha Frick (three editions) and presently by Barbara Westby) and as editor of the *Standard Catalog Series* and other Wilson publications. Before joining the H. W. Wilson Company, Miss Sears held cataloging positions at Bryn Mawr College, University of Minnesota, Columbia University, and the New York Public Library. She was chairman of the ALA Catalog Section in 1927-28.

Recent Years. In recent years the leaders in the cataloging profession have tended to be those who contributed to revision of the cataloging code, for revision of the cataloging rules was the principal occupation of the Cataloging and Classification Section during this time and required the best thinking of the profession. Among these are the following:

Margaret W. Ayrault, who gained prominence in the cataloging profession as the first Executive Secretary of the Division of Cataloging and Classification before the Division had a full-time person with that title at ALA Headquarters. Miss Ayrault has held a variety of positions, mostly cataloging, in the Enoch Pratt Free Library of Baltimore, the Carnegie Endowment for International Peace Library, and the Bureau of the Budget Library. She was Chief of the Processing Section of the United States Department of Agriculture Library for seven years and Head of the Catalog Department at the University of Michigan Library for eleven years before turning to teaching. At present she is Professor of Library Science at the Graduate School of Library Science, University of Hawaii. Miss Ayrault was active in the Division of Cataloging and Classification and the RTSD Cataloging and Classification Section long after she left the Executive Secretaryship. Among her posts were member and Chairman of the Cataloging Policy and Research Committee, in which capacity she participated in the meetings of the Catalog Code Revision Committee; President of the Division of Cataloging and Classification; member of the ALA Council (three terms) and of the RTSD Board of Directors. She has also participated in the activities of other ALA divisions.

Laura C. Colvin. After several cataloging positions, Miss Colvin joined the faculty of the School of Library Science, Simmons College, where she was successively Assistant Professor, Associate Professor, and Professor. Having taught at Simmons for twenty-four years and at summer sessions at the University of Illinois, University of California at Berkeley, and Columbia University, she has imbued many librarians with a love for cataloging. She is presently Professor at the School of Library and Information Science, University of Western Ontario. Always active in cataloging circles, Miss Colvin was Chairman of Regional Groups (1945-48), President of the Division of Cataloging and Classification (1949-50), a member of the Steering Committee of the Catalog Code Revision Committee, and a member and Chairman of the Cataloging Policy and Research Committee. Her *Cataloging Sampler, a Comparative and Interpretive Guide* (Archon Books, 1963) gives the most comprehensive picture of cataloging practices that is available. In 1965 she received the Margaret Mann Citation for leadership in the field of cataloging and classification.

Susan M. Haskins, Associate University Librarian for Cataloging, Harvard College Library. Miss Haskins has had all of her professional experience at Harvard in successively more responsible positions, except for one year spent at the United Nations Library as Acting Chief of the Catalog Unit. As Chairman of the Descriptive Cataloging Committee, Division of Cataloging and Classification, in the late 1940's, Miss Haskins participated in the simplification of the Library of Congress rules for descriptive cataloging. She has been President of the RTSD Cataloging and Classification Section, in which capacity she was a member of the Catalog Code Revision Steering Committee, and also served as International Liaison for the Catalog Code Revision Committee.

Lucile M. Morsch. After holding cataloging positions at the University of Iowa, the New York Public Library, and the Enoch Pratt Free Library of Baltimore, Miss Morsch became Chief of the Descrip-

tive Cataloging Division at the Library of Congress in 1940. In that position she prepared the first thorough revision of the descriptive cataloging rules, which appeared in a final edition in 1949 and was a significant contribution to the clarification and simplification of cataloging. In the 1960's, after occupying several other administrative posts in the Library of Congress, including that of Deputy Chief Assistant Librarian, Miss Morsch returned to the Descriptive Cataloging Division as Chief and was the prime mover in a further revision of the descriptive cataloging rules, while also serving as the Library of Congress representative on the Steering Committee of the Catalog Code Revision Committee. Active in the American Library Association throughout her career, she was president of the Division of Cataloging and Classification in 1943-45 and president of the American Library Association in 1957-58. In 1951 she was the first recipient of the Margaret Mann Citation for significant contributions to the fields of cataloging and classification. Known as a vigorous and innovative administrator, Miss Morsch throughout her professional career was a leader in the cataloging profession.

Technical Services

Technical Services in ALA

In 1957 the American Library Association recognized the common interests of librarians engaged in the various aspects of technical services by establishing a division to encompass them all. The Resources and Technical Services Division (RTSD), the largest of the type-of-activity divisions in the ALA, is comprised of the following sections: Acquisitions, Cataloging and Classification, Reproduction of Library Materials, and Serials. Evidence that the consolidation of technical services operations in libraries is prevalent today is found further in the establishment within this Division of three discussion groups: Technical Services Administrators of Large Public Libraries, Technical Services Administrators of Medium-Sized Research Libraries, and Technical Services Directors of Large Research Libraries. Obviously librarians in charge of technical services feel the need for communicating with each other about their common problems.

The Resources and Technical Services Division has its own journal, *Library Resources and Technical Services*, the only periodical in the world devoted exclusively to technical services and now recognized as one of the finest journals in the library field.

Women in Technical Services

The number of women in technical services administrative positions varies in different types of libraries. In large public libraries there seem to be a number of women who direct technical services operations. A spot check of the *American Library Directory* for 1970-71 showed that women hold these positions in the following public libraries: Los Angeles County, Los Angeles, Tucson (Arizona), Hartford (Connecticut), Kansas City, Enoch Pratt Free Library of Baltimore, Flint (Michigan), the Prince George's County Memorial Library, among others. Libraries in state colleges and universities seem to have more men than women in charge of technical services.

In the college field Oberlin, Wellesley, and Bryn Mawr have women as directors of technical services, but in the university and research libraries these positions are more often held by men. Of the twenty-six members of the Technical Services Directors of Large Research Libraries Discussion Group in September 1970 only four were women; they were from the University of California at Berkeley, Duke University, Princeton University, and Yale University; and the University of California now has a man in this position.

Women administrators in technical services seem to come largely from the cataloging field. Three who are generally considered to be outstanding are:

Margaret C. Brown, Chief of Processing, Free Library of Philadelphia, since 1953. Miss Brown has been very active in professional affairs: President of the Resources and Technical Services Division, member of the RTSD Planning and Organization Committees and of the Cataloging Policy and Research Committee of the Cataloging and Classification Section, among others. Miss Brown is recognized for her logical and clear-headed analyses of problems. The papers she has given at meetings or has published make thoughtful and valuable reading.

Esther J. Piercy. Miss Piercy's career in both university and public libraries, and in widely separated parts of the United States, brought her to the Enoch Pratt Free Library of Baltimore as Chief of Processing in 1948. Active in professional organizations, she was a member of the ALA Council twice and of the ALA Executive Board, as well as of the Board of Directors of the Division of Cataloging and Classification. It was as an editor that she earned her greatest fame, however; and for this outstanding contribution she was awarded the Margaret Mann Citation in 1958. The citation reads, "As Editor of the *Journal of Cataloging and Classification* and its successor, *Library Resources and Technical Services*, she has developed a significant professional publication which has furthered the understanding of and brought prestige to the field of cataloging and classification." Her *Commonsense Cataloging* (H. W. Wilson Company, 1965) brought her many commendations. She also participated in the activities of other ALA divisions, for her interests were wide and her enthusiasm for the profession involved her in more than most people could have coped with. Her untimely death in 1967 was a great loss to cataloging, to technical services, and to the profession as a whole. The tributes in library journals to her leadership in the profession attest to the esteem in which she was held.

Bella E. Shachtman. With the exception of two years immediately after graduation from library school, Miss Shachtman had all of her experience at the National Agricultural Library in Washington (acquisitions, cataloging, and finally Assistant Director for Technical Services) until she moved to the

University of California at Berkeley in 1969 as Associate University Librarian, with responsibility for technical services. While at the National Agricultural Library she received two United States Department of Agriculture awards: the Superior Service Honor Award in 1961 and the Special Merit Award for Outstanding Cost Reduction Achievement in 1966. Miss Shachtman participated actively in the Serials Round Table and represented that organization on the RTSD Organizing Committee. She was a member of several committees of the Division of Cataloging and Classification, including the Cataloging Policy and Research Committee, and was a member of ALA Council (1963-67) and of the ALA executive Board (1968-71). An alert, thoughtful, and creative librarian, Miss Shachtman has contributed to the profession at a high level.

Opportunities for Women in Technical Services

The librarians cited above are but a few of the outstanding women in technical services. Indeed, it was difficult to select from the many possible candidates; for technical services, and cataloging in particular, seem to attract and develop leaders.

Technical services operations are more complicated today than thirty or forty years ago because the acquisitions of libraries continue to grow, increasing the work of technical services librarians in every area. Furthermore, the kinds of materials that large libraries have to cope with have increased in complexity, both in the types of materials and in the languages covered. Since libraries cannot continue to add staff indefinitely to cope with their increasing work loads, the ability of the staff to keep up with the work depends in large part on good administration—efficient work flows, routines that are simple and clear, elimination of unnecessary steps.

The administration of technical services offers a distinct challenge to librarians with administrative potential and sound experience in that field; and the challenge is greater to women librarians than to men, for generally women have more aptitude than men for the kind of detail that is essential to good technical services operations. Also, men who start in acquisitions and cataloging tend to move into general administration and are, therefore, not dependable for long-range assignments. This is less and less true, however, as men are discovering the myriad of opportunities that are available in the field and, also, as they are finding that technical services administration is often more satisfying than general administration.

A woman who enjoys planning and directing staff, who likes delving into problems to find solutions and studying procedures to improve them, and who finds it exciting to look at the overall picture of a situation, should prepare herself for administrative positions. She should accept every opportunity to show her supervisors not only that she is interested but that she can do that kind of work. Library administrators are continually on the watch for staff members who show interest in administrative work and have ability in that area, and the profession is desperately in need of able administrators in all areas of technical services.

Every year there are major positions open for heads of acquisitions and catalog departments and for directors of technical services. In the next few years, as many of the present incumbents retire, the need for highly competent replacements will become acute. Women who like administrative work and are also interested in developing the collections and in making books available for use through quality cataloging should start now to gain the experience in these fields that is essential for high level administrative performance in these areas.

A woman librarian, and especially one in administrative work, must also broaden her concept of the profession by becoming involved in professional activities. She should start at the local level, do a good job in state or regional organizations, and almost inevitably she will move into national activities. Involvement beyond one's immediate job gives the librarian the broader viewpoint that enables her to look at her daily work objectively; it gives her contacts with others in similar positions from whom she can learn a great deal.

For the librarian who is not interested in administration there are many opportunities in technical services, also, particularly in cataloging and collection building. A cataloger handles books from all over the world in all languages—not just to look at them casually but to study them sufficiently to gain an idea of their contents in order to arrange them with other books on the same subject and list them under appropriate subject headings in the catalog. To make the contents of these books available to those who need them and to record them accurately so that they can be located is the cataloger's enviable task. No other group in the library has the opportunity to become as well acquainted with the library's collections as the catalogers.

For the librarian who has had graduate study in a subject field, particularly if it is at the doctoral level, there are positions as subject specialists, or bibliographers, with the function of selecting materials for the library's collections. The bibliographer must not only have a broad knowledge of his subject field, but he must also keep abreast of current developments in it by reading and study. His task, too, is a very rewarding one, as he tries to anticipate the future as well as provide for the present needs of the library's community.

Because development of the collections, acquisitions, and cataloging are major activities in libraries and are the areas in which most of the professional staff is concentrated, the opportunities for advancement are greater than in most other areas of librarianship. Technical services are a fertile field for librarians with aptitude, enterprise, and vision.

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Women in the Inspiration of Librarianship

Clara S. Jones

A distinctive characteristic of the library profession is the presence of a large percentage of women. Men began entering the field in large numbers following World War II, but for generations women staffed the ranks. Even in a discussion centered on women, I must give credit to the fine contribution men have made to the profession. However, reflecting societal attitudes, it has been possible for men to play a stronger top leadership role than their numbers would indicate. Perhaps the recent women's protest movements, along with the many other realignments of social forces, will affect this situation, giving women greater freedom from old limitations.

A great many librarians enter the profession via the student library assistant experience, usually because of the inspiration and guidance of a supervising librarian. In such cases the student who shows interest and potential thus serves a period of apprenticeship that affords a valuable preview of librarianship. In a very practical, working situation, he (in most instances, she) can observe demonstration of the central, motivating ideas of the profession. The student assistant is deeply impressed by the librarian's grasp of the range and organization of knowledge. She observes that the reading of a lifetime and all information accumulated in an endless variety of ways become part of a librarian's working resources, to be called into service sooner or later. Such a student is usually fascinated by the process of reference work, wherein the librarian considers every aspect of a request or need, pursues every possible avenue and clue that could lead to the desired information. Not only student assistants, but others uninitiated into library science are sometimes dazzled by the librarian's store of unusual information. Fellow librarians know the secret, however, that we might look up a question for a patron one day, scan just enough of the text to identify the answer, and have the almost uncanny experience the next day or next week of hearing that obscure subject turn up in a conversation. If the librarian volunteers a word or two on the question, others are overawed, thinking that librarians know nearly everything! In all probability, the young person considering library science will be delighted to discover the many choices in types of library work. One may be a potential special librarian, building knowledge of a particular subject and related fields, or the avid general reader may be headed for branch library work in a public library system, or a school library.

Librarians cannot consider themselves scholars in the classic sense of the word. Undoubtedly, there are individual librarians who are scholars engaged in the advanced study either of library science or another subject field, but it is their study that qualifies them rather than their practice of librarianship. Some library science students are disappointed in the discovery of this distinction, before they learn more about the real satisfactions of the profession. The attractiveness and inspiration of a librarian's work lie in the phenomenon of bringing needed information or reading experience to people: books to people.

I am one of the recruits from the ranks of college student library assistants. Strange to say, however, I had no acquaintanceship with librarians until I reached college. In my childhood, the separation of the races was almost complete, and as far as I can remember there were no branch libraries in black neighborhoods in my city. For a black child, a trip to the public library was a journey into a faraway, strange land, figuratively and literally. I can step aside from myself and look back on the little girl I was, wandering about the bookshelves, sampling and making my own test of a book's appeal. It never occurred to me to ask a question of a librarian. I came to know the library well, but it was the books that were real to me, never the people. My delight in good stories and biography became a means of vicarious travel all over the world and fostered a "one world" attitude before I had traveled a hundred miles from home. Years later I worked in a college library, where the people on the staff, a miniature "United Nations" group, were wonderfully real. It was here that my first "book friendships" were formed with librarians, faculty and fellow student assistants, a fertile place for the germination of a future librarian. A few jolts with the reality of my part-time catalog department job brought my immature and romanticized notions about library work down to earth. My supervisor was understanding of young people, but efficient and hard working. She expected accuracy and high production, and, because I admired her so much, it soon became very meaningful to me to meet her high standards and earn her respect. She made it possible for me to assist from time to time in several different departments in order to broaden my understanding of library work. In her explanation of my assignments

she related what I was doing to the goals and larger operation of the library, lifting my elementary tasks and my sight out of obscurity. Through the years I have seen librarians give this kind of wise counseling, guidance, and inspiration. Many people enter library science without this preliminary period of orientation and practice, but student library assistants will probably continue to supply a welcome and important source of recruits.

My reading background, training, variety of library experience, and inclination, prepared me to be a "generalist." Although I began my career in academic libraries, the bulk of my experience has been in the public library, working in several different kinds of neighborhood branch libraries. In 1962 I worked for five weeks in the ALA demonstration library ("Library 21") at the Seattle World's Fair. A week was devoted to the study of computers in an introductory course designed exclusively for librarians. Only five or six of the fifteen librarians in the group were from public libraries, most of them being "special librarians" from business or industry, or academic librarians. The instructor, whose orientation was toward special librarianship in business or industry, posed a challenge that set me thinking, and I have not stopped cogitating over it since. He stated quite boldly that public librarians are "holding the profession back because of their missionary outlook and romanticized dedication." The suggestion was made by another librarian that the predominance of women in public libraries might be a strong factor. I had not considered any part of this idea before, and the challenge troubled me somewhat. It seemed that such a serious criticism as this should be studied carefully.

A close look at the work situation of the librarian in business or industry reveals a sharp contrast to the public librarian, or indeed to the academic or school librarian. Librarians' distinctive skills are marketable at a higher rate in the business world than elsewhere. This reflects the common pattern of higher remuneration in business than in academic or governmental work. I would venture to guess, however, that in spite of the fact that a librarian is an invaluable helpmeet to the most highly trained professionals in the corporation, and library services are contributing to profit making, the salary differential is probably very great between librarians and their close associates in the business operation. In other words, although the special librarian's salary is usually higher than most librarians outside business and industry, it does not necessarily compare favorably with other professions in the organization. This situation does not seem to reflect aggressiveness of special librarians, nor is apathy on the part of public and other librarians the logical corollary.

Although the college and university libraries figure prominently in accreditation, the librarians have certainly not won their campaign for fully integrated faculty status. However, like their counterparts in business and industry, academic libraries are assured consideration as an indispensable part of the institution. The salary scale for academic librarians has risen significantly in recent years but, in general, full equality in either salary or status with the faculty has been withheld.

Urban public libraries are under a peculiar financial threat in this time of affluence not suffered by other libraries. The large public libraries, certainly, are feeling increasing pressure in heated competition with all other city departments for the tax dollar. In many cases the public library is a financial stepchild, pressed to justify the use of every tax dollar received, quickly judged dispensable when budgets are to be cut, trying desperately to secure a governmental parent to take responsibility for its continuance. In a full scale economic depression everyone is in trouble, but in recent years a special kind of dangling uncertainty seems to be reserved for the public library. Perhaps there are some elements in this area that the public librarian must consider with regard to the charge leveled ("missionary outlook"). It is difficult to demonstrate and prove the influence of the library in the education and personal growth of an individual. Libraries cannot give tests to measure their input. We know that formal education is, in great measure, a process of reading under guidance and that the public library serves the entire family from cradle to grave. We know also that the public library serves all sectors of society—industry, small and large businesses, the large elderly population, formal and informal adult education, and so on. Nevertheless, the image projected to the public seems to have put the public library in a class by itself, a class marked "Good, but not basic; nice, but indispensable." Is it here that the dedicated public servant, with the noblest intentions, has done himself and the profession a disservice by not finding practical ways to entrench library services deeper into the civic and educational structure? Appreciation of the library's contribution to "culture" should be coupled with development of its pragmatic role in a city's operation.

Perhaps the most important development that will affect the status of public librarians will be the expansion of the branch library's function as a community information-referral center. Libraries have always supplied this service in varying degrees, especially in the main or central library, but we know that there is recent widespread professional interest in developing this function for broad application in branch libraries. The intention is to include a great deal more non-book information needed in everyday life. Because of its geographical spread, its bank of printed information, and professional skills to locate and index all kinds of information both in and out of the library, a library system is the logical community information and referral center. What other agency is available to citizens for as long a service day or week as the public library, or has the broad resources with reference tools leading to what people need or want? If this concept is developed, we come to the next step, for librarians to make the community aware of such a source of guidance and help. This calls for expert, vigorous public relations on the part of librarians. This will be an extremely important thrust into the community because a large part of the citizenry is unaware of the existence of the sources of help or that

the library offers this very practical service. This broadened dimension of library service is greatly needed by the public and should contribute to a major change in the public image of the library as well as in the attitude of librarians toward themselves.

Having grudgingly admitted to a possible chink in the public librarian's armor, it is only natural to mount a full campaign for defense. The public librarian who is a generalist is in the happy position of extracting and using the best aspects of all library work. The main or central library employs the subject specialists, whose work resembles the university librarian's, with the addition of the public general reader or scholar, and minus such an important routine as reserve book rooms. These main public libraries have long been community information-referral centers and will play an important role in the development of this heightened service in branch libraries. It is the branch public librarian whose work is radically different in character from special and academic, and who has won the sobriquet, "missionary," for the entire public library division of the profession. Here we find the true generalist, the more versatile her book knowledge, interests, and reference skills, the better. It is surely the continuing one-to-one relationships with all kinds of people of all ages that have made this librarian part missionary, teacher and social worker. (Sometimes librarians themselves protest, "If I had wanted to be a social worker, I wouldn't have studied to be a librarian!") No other category of librarian is called upon to sustain the diffusion of interests and responsibilities that the public librarian in branches carries: book and program service to all ages of people, sensitively tuned book selection that requires knowledge and understanding of the people to be served, involvement in the organizational life of the community, with crises and deadlines crowding each other. This kind of workaday experience is emotionally absorbing, stimulating, and enjoyable to those with the inclination to make this choice.

If this so-called "missionary attitude" is a fault of public librarians, the virtue of enthusiasm for one's job should be recognized also, since weaknesses and strengths are often opposite sides of the same coin. I was called upon rather early in my career, while still working in a college library, to act in the capacity of a teacher. A group of about fifteen high school English teachers from small towns in Louisiana were given full-expense scholarships from a foundation to attend a six-week summer course in library science at Southern University, Baton Rouge, Louisiana. I was employed to plan a simple basic course and instruct them in how to set up one-room libraries where they would act as teacher-librarians. We studied the abridged *Dewey Decimal Classification System*, ignored Cutter numbers, using only the first initial of the author's last name, learned to make the simplest of catalog and shelf list cards, set up a system of ordering and receiving books with minimal records, emphasized the availability and usefulness of government pamphlets and other free and inexpensive materials. We worked out a very uncomplicated system of charging out books, and a plan for using student volunteer help. We held classes from eight until noon, Monday through Friday, for six weeks. I have never worked harder in my life, nor have I ever known students to work more diligently. Nearly all of them had grown up in towns where there was neither school nor public library, their college libraries having provided their first library experience. There was not a lazy or reluctant or indifferent one in the group. They were fascinated by their introduction to library work and eager to return and set up their little libraries. At the end, the most gratifying expression was that they wished they could give up teaching to become librarians!

I was truly inspired by that group of young women. Although I was their teacher, we were all in our twenties and we created a laboratory or workshop setting and atmosphere, working together very closely. During the following school year, I was able to visit some of their libraries. I was greatly pleased to find them doing a very creditable job in their tiny library rooms. Their enthusiasm was unabated and they were introducing young people to the world of books where no library of any kind had existed before. After many years I still feel a thrill of pride when I remember that experience. Perhaps I sent out fifteen missionaries, but I believe the situation called for such.

Librarians (including public librarians) have become more hard-nosed in their demands for better salaries and working situations and results have been favorable. This has been achieved through the ALA and through the formation of library unions and professional associations for the various kinds of workers. In response to the temper of the times, librarians are demanding more opportunity to participate in planning and decision making.

The word "missionary" in the charge against public librarians implies self-imposed martyrdom, lack of sensible concern for worldly rewards and an aura of abject humility—the old image of the religious missionary. Coupling "sentimental" with "dedication" nullifies the otherwise admirable connotation of the latter word, and attaches superficiality to the meaning. I prefer the dictionary definition of "missionary," namely, "to have a mission." The mission of all librarians is to bring books and people together, and this is done in a variety of ways, behind scenes in libraries, or with restricted clientele, or with the public. Sentimentality is no substitute for genuine interest in people; this kind of superficiality would be speedily recognized and rejected. The branch public librarian is dedicated to her work because she is (ideally) a "people-oriented" individual who thinks what she is doing is an important, positive contribution to people's lives, especially at a time when we are apt to be overwhelmed by frustration in the face of snowballing unresolved human problems.

Unlike some other professions, library science has the strengths of both men and women built into it. When men started coming into library science in large numbers, they brought to the profession some of the favor that society shows to men only. An impor-

tant reason for the rise in salaries in recent years is the percentage increase in the presence of men. I find no fault with that and welcome all their other male contributions because they blend with womanly strengths.

The branch public serves approximately eighty per cent of the population (twenty per cent are served by the main library and college libraries, and the small town library is comparable to the city branch library in serving its total community). In other words, the public librarian in community libraries is the one truly involved in serving most people. This heavy responsibility makes it important for her to profit by constructive criticism because challenge inspires honest self-searching and self-evaluation. However, the final judgment must include recognition of the attractiveness and inspiration that women have brought to librarianship, to the benefit of the public and the profession.

Women in Reference Service

Mary Jo Lynch

When the topic of this commemorative volume was first suggested to me I was very skeptical. Of course women have made many contributions to American libraries and librarianship. Since Melvil Dewey's day most librarians have been female and no one has ever even suggested that this profession (unlike law or medicine or the ministry) ought to be closed to women. In fact, library work is often enthusiastically recommended to young women and to older women returning to the world of work.

But why are women encouraged to consider librarianship? Because jobs can be had almost anywhere (and one might go almost anywhere as one's husband pursued his career), because part-time work is available (so you can supplement the family income without neglecting the children or the housework) and because library work satisfies the feminine need to be of service and/or utilizes the feminine ability to pay close attention to detail. Does anyone ever recommend any profession to a man for such reasons? I doubt it. A young man is encouraged to enter a particular profession because it is interesting, challenging work which will give him the opportunity to use his talents in the service of some worthwhile goal.

Librarianship is rarely described in such terms, perhaps because so many people, some librarians included, lack the vision to see what contributions libraries and librarians make to civilized society and how much more significant those contributions could be if the public demanded more or if librarians responded creatively to the needs of the public. Some do, of course, but many do not. That situation, however, is not up for discussion in this volume. Here we will consider the contributions women have made to librarianship, women who found their work interesting, challenging, worthwhile and who were able to respond creatively to the needs they saw around them.

As I thought these thoughts I began to see the value of a publication such as this. Many women choose librarianship for the wrong reasons and then stay in the background while men run the show. Often there are practical reasons for this but just as often much talent is wasted because women do not assert themselves creatively and are not encouraged to do so. In an emerging profession such as ours, which needs much talent, such a waste should not be taken lightly. Perhaps a volume such as this, a "consciousness-raising" volume for women librarians, will help to stop it.

It would be hard to imagine working in my special field, general reference service, without help from a publication successively edited by three intelligent and industrious women—Alice Bertha Kroeger, Isadore Gilbert Mudge, and Constance Mabel Winchell. Investigating their careers has been very interesting to me and this report of that investigation will, I hope, inspire other women to imitate these successful sisters.

When the editors of *Library Journal* compiled a Library Hall of Fame for the 75th anniversary of the American Library Association in 1951, they included Alice Bertha Kroeger among the "40 Leaders of the Library Movement" (12 of them were women).[1] More recently Miss Kroeger was chosen as one of some 17 librarians to be included in the three volume study of *Notable American Women*, which will be published this fall by Harvard University Press.

Alice Kroeger graduated from the New York Library School in 1891 and then became the first librarian of the new Drexel Institute. She organized a library school at that institution, was appointed Director of this school in 1892 and remained in that position for the rest of her life. Throughout that life Miss Kroeger was active in the profession, serving on several ALA committees and contributing intelligent papers on various subjects to *Library Journal*.

Probably her most lasting contribution to the profession was her work on the *Guide to the Study and Use of Reference Books* which was first published by ALA in 1902. This volume, which became in the eighth edition an annotated list of some 5,500 works, was in the beginning a list of fewer than 1,000 titles. Subtitled "A Manual for Librarians, Teachers and Students," this *Guide* was intended "to help library assistants, library school students, college students, teachers, and users of libraries in general, in gaining a knowledge of reference books quickly."[2]

The list was limited to works of "a strictly reference character"[3] and, with few exceptions, did not include works in foreign languages or works intended for the specialist. As in subsequent editions of the *Guide*, the index was fully and carefully done, each major section was prefaced with a brief introduction and the whole volume began with an introduction to

reference books and reference work. When it was released the ALA Publishing Board reported that it was "the only text-book available for instruction on this subject."[4] The unidentified reviewer in *Library Journal* noted that, although any list may be criticized for omissions and inclusions, "Miss Kroeger has carried out her purpose with skill and common sense."[5] When Isadore Gilbert Mudge wrote the preface to the fourth edition in 1923 she noted that "because of its intrinsic worth and because it met an urgent need," the book, "was immediately successful and in practically all library schools in America was soon adopted as a regular text-book."

For the next five years supplements to the *Guide* compiled by Miss Kroeger were published in *Library Journal*. These supplements and additional material were incorporated into a second edition of the *Guide* published in 1908. Miss Kroeger explained in the preface that the second edition included more foreign reference books than the first and that in some cases she had extended the scope of the work by mentioning institutions as well as books which might be consulted by the reference librarian.

The year before her untimely death in 1909, the ALA Publishing Board published the small pamphlet on "Aids to Book Selection," which Miss Kroeger wrote with Sarah W. Cottell as an aid to small libraries, many of which were organized and operated by young women of limited experience in library matters. This work had been published originally in 1903 by the Pennsylvania Free Library Commission. The ALA recognized its worth and asked Miss Kroeger to enlarge and revise it for the Library Handbook series. Miss Kroeger's obituary in *Library Journal* mentions this as one of two publications which "made the librarian of every town and village and every library school student her debtor."[6]

The other publication was, of course, the *Guide* and the ALA Publishing Board did not let this work die with Miss Kroeger. In 1910 they asked Isadore Gilbert Mudge to prepare supplements to the 1908 edition. Miss Mudge agreed happily because the *Guide* had long been a special interest of hers. While she was teaching library science at Illinois and in need of a text book on reference work, she thought she might write such a volume. When she met Alice Bertha Kroeger at a meeting, and began to talk about her plans, Miss Kroeger pulled out the galley proofs of the first edition of the *Guide*.[7] So Miss Mudge put away her idea for the moment, but later became very much involved with the *Guide* seeing it through the third, fourth, fifth, and sixth editions and all the supplements in between.

Isadore Gilbert Mudge was head of the Reference Department at Columbia during this time. Talcott Williams, the first head of the Columbia Journalism School, had known Alice Kroeger and liked to say, when he saw Miss Mudge working on the *Guide*, "Well, starting that *Reference Guide* killed Alice Kroeger and now it's going to kill Isadore Mudge and who, after that, will be killed by it I don't know."[8] If the *Guide* did kill Miss Mudge it took thirty years doing it. Under her editorship the *Guide* grew from a modest list of 1,000 titles to the list of 4,000 that Miss Mudge turned over to Constance Winchell when she retired in 1941. Isadore Mudge did not just add to Miss Kroeger's list as new titles were published. She added older titles, deleted superseded materials, and rewrote annotations and the introduction in response to changes in reference work and in reference teaching so that the third edition published in 1917 was practically a new work. Many foreign reference books and specialized works were included in this edition as the *Guide* attempted to meet the needs of librarians in larger public and university libraries and students in courses in advanced reference work. This feature of the work was a natural result of the editor's position as head of the reference department at Columbia University and is one of the things which have made it essential to reference work in libraries of all sizes.

During the early years of her work on the *Guide*, Isadore Gilbert Mudge was also trying to build a reference collection at Columbia University. When she arrived in 1910 the collection was in "a decrepit state . . . inadequate in many respects and out of date."[9] As Miss Mudge developed the collection her work on the *Guide* was a great help. And vice versa. Her success at both enterprises suggests something about the underlying truth in the much maligned maxim that in the academic world one must publish or perish. Constance Winchell stated that Miss Mudge did most of the work on the *Guide* in her own time, but that Columbia certainly approved of the project.[10]

Even before she became involved in the *Guide* Miss Mudge made several contributions to the library world through her publications. In 1910 she and Minnie Sears published the *Thackeray Dictionary*, an alphabetic index to the characters and scenes in Thackeray's novels and short stories, which included a synopsis of each work and an appended list of the originals of the characters. The ALA *Booklist* called this "a thorough piece of work that will be a useful addition to our literary dictionaries and a pleasure to Thackeray lovers."[11] Miss Mudge also cooperated with W. D. Johnson, the Librarian of Columbia University, in producing an annotated guide to *Special Collections in Libraries in the United States* for the U.S. Bureau of Education in 1912. From 1911 to 1930 she was editor of the *Columbia Bibliography*, an annual list of all publications of university officers and offices and dissertations accepted for the Ph.D.

Her life long interest in literary scholarship bore fruit again in 1924 when she and Minnie Sears published the *George Eliot Dictionary*. Very similar to the *Thackeray Dictionary*, this volume explained all names of persons and places in George Eliot's works and included synopses of her stories and a list of persons from real life who, according to one or another authority, were the models for certain characters. *English Journal* thought it "a most painstaking performance"[12] and the *Times Literary Supplement* called it "a capital book."[13] It is still listed in the recent revision of the prestigious *Cambridge Bibliography of English Literature*.

In the preface to *Reference Books of 1935-37* Isadore Gilbert Mudge mentioned "a manual of reference work and method which the present writer

is hoping to complete before many months have passed." Miss Mudge never wrote that volume, but the woman who did dedicated it to her. Margaret Hutchins, on the faculty of the Columbia School of Library Service from 1928 until 1952 wrote *Introduction to Reference Work* in 1944. Although this book covered some of the same ground as James Wyer's *Reference Work* published in 1930, it was not a revision of that volume which had been based on a survey of reference work in many libraries. Hutchins' work was "an attempt to interpret the essence of reference work in its universal aspects" and was concerned with "the principles and methods of reference work in general rather than with routines and practices of individual libraries or even types of libraries."[14]

Sometime after she wrote that preface mentioned above, Miss Mudge must have learned about Margaret Hutchins' plans for the *Introduction to Reference Work*. Although she never wrote such a volume, she put many of her excellent ideas on the subject into a manuscript on "The Development of the Reference Collection at the Columbia University Library" which she wrote as soon as she returned from Columbia in 1941. No one asked her to write this report but she thought it was something that had to be done.[15] This document, which has never been published, tells the story of an intelligent, dedicated, service-orientated librarian who built a reference collection and a reference service at Columbia that have become legendary in the profession.

The medieval historian, Austin P. Evans, who wrote an article on Isadore Gilbert Mudge in the *Columbia Library Columns* for November, 1952 used as his title the sentence which Miss Mudge verified, after an extensive search, for Columbia President Nicholas Murray Butler: "God Almighty Hates a Quitter." According to Evans "nothing more aptly expresses the impression that her character, her will and her enthusiasm for scholarly exactitude made upon those who as librarians worked with her or as students seeking help, came to her with their problems. Nothing less than the best effort was tolerated in herself or in those who worked under her direction; no one who came to her with an honest problem, no matter how immaturely envisaged, was turned away without helpful suggestion and assistance."[16] This interest in scholarly exactitude was fostered in her by the medieval historian George Lincoln Burrough who was her teacher at Cornell. Miss Mudge said that he was the strongest influence sending her to library work. Burrough always demanded evidence when his students made an assertion of any kind. Miss Mudge enjoyed the challenge of the search for evidence and thought that Burrough's teaching was an important part of her reference training.[17]

Isadore Gilbert Mudge died in 1957 and her many contributions to librarianship were officially recognized soon afterward by the Reference Services Division of ALA which innaugurated the Isadore Gilbert Mudge Citation in 1959. This award was to be given annually to "an outstanding reference librarian for distinguished contribution to reference librarianship."[18]

It would be difficult to follow in the footsteps of such a woman but Constance M. Winchell did so, both as head of the Reference Department at Columbia and as editor of the *Guide to Reference Books*. Miss Winchell was equal to both. She took her A.B. degree at The University of Michigan in 1918 and immediately accepted a position in a high school library in Duluth. Miss Winchell later said that "it never entered my mind that I was not going to be a librarian."[19] The School of Library Science did not exist yet in Ann Arbor, but William Warner Bishop conducted library summer schools which Miss Winchell had attended after her junior and her senior years. In 1920 she received a certificate from the Library School of the New York Public Library and then accepted a position with the Merchant Marine Service delivering books to lighthouses.

After five months of that she returned to Ann Arbor and worked as a reviser in the catalog department and then as a reference assistant. After serving for a year as head cataloger in the American Library in Paris, Constance Winchell came to Columbia as reference assistant in 1925. Richard Logsdon, Director of Libraries at Columbia from 1953 to 1959, wrote a brief article on Miss Winchell at the time of her retirement. Concerning the meeting between Miss Winchell and Miss Mudge he notes that the latter "was as well known for her shrewdness in evaluating librarians as she was in her analysis of reference books. It is not surprising therefore that she soon recognized that she had a "find" in the blonde, blue-eyed young assistant."[20]

Constance Winchell knew Miss Mudge not only as a supervisor but also as a teacher since she took Miss Mudge's course in Advanced Reference Work while taking an M.A. in the School of Library Service at Columbia. The essay which Miss Winchell prepared in partial fulfillment of the requirements for the degree, *Locating Books for Interlibrary Loan*, was published by H. W. Wilson in 1930. This book was one of the accomplishments cited by RSD when Miss Winchell was awarded the Isadore Gilbert Mudge Citation in 1960. The citation noted it as "her trailblazing book" and went on to say that Miss Winchell had "with distinction carried forward Miss Mudge's ideals and practices as a reference librarian and has, through her assistance to Miss Mudge and later through her own frequent supplements and a new and completely revised edition, given increased value to that bible of the librarian, *A Guide to Reference Books*."[21]

Miss Winchell's involvement in the *Guide* began when she and Doris Reed assisted Miss Mudge in producing *Reference Books of 1929*, a supplement to the 5th edition of the *Guide*. Miss Winchell worked on the second and third supplements to that edition and finally took over the work entirely after Miss Mudge's retirement. Louis Shores, who reviewed Miss Winchell's first independent work on the *Guide*, *Reference Books of 1938-40*, noted that "The ALA Editorial Committee is to be congratulated on securing the services of such an outstanding reference librarian as Miss Winchell to continue the fundamental work that Miss Mudge has developed."[22] Reviews of the seventh edition, which Miss Winchell

published in 1951, were even more enthusiastic. Harold Russell, Chief Reference Librarian at the University of Minnesota, noted that "although Miss Winchell inevitably has leaned heavily upon the contributions of her predecessors, hers is essentially a new work. Not only has she added many new titles, far more than the 1,500 which the count would seem to indicate, because of the omission of superceded sources, but she has also made significant changes in arrangement, in the annotations and in the index."[23] Russell considered this edition to be "an accomplishment of the first magnitude."[24] He would agree with W. B. Ready of Stanford University who said that "Constance Winchell has crowned a half-century of achievement with a book that is a signal monument to her predecessors, to her assistants, and to herself."[25]

But Constance Winchell did not rest on her laurels. With the help of her colleagues at Columbia she prepared semi-annual supplements to the *Guide* for *College and Research Libraries* and prepared separately four published supplements to the seventh edition. Although she retired from Columbia in 1962, Miss Winchell continued to work there on the eighth edition of the *Guide* which was published in 1967. Thomas Galvin, who reviewed this volume in *Library Journal*, noted that "the appearance of this edition serves to remind us of the magnitude of our indebtedness to Miss Winchell and her editorial predecessors."[26] Frances Neel Cheney wrote that our debt to Miss Winchell and those who helped her grows "like the national debt" with each edition.[27]

Miss Winchell was successful not only as an author but also as a practicing librarian and department head. In his article on the occasion of her retirement, Richard Lodgson wrote that "The *Guide* was only one facet of her influence. Miss Winchell's standards of excellence, her almost uncanny skill in unraveling bibliographic snarls, her zeal in learning new tools to improve existing techniques, and her thorough training of younger assistants have characterized her work through the years. She possessed these qualities, desired in all good reference chiefs, to the highest degree."[28]

Long before her retirement, Constance Winchell was concerned for what would happen to the reference department at Columbia. When she was looking for an assistant in 1954, she tried hard to find a woman for the position and said later (1963) that "there are so few positions nowadays in libraries, responsible positions, where they will take women and I really wanted to leave it to a woman."[29] She did not find a woman for the position then, but it is interesting to know that she felt this way. She must be pleased to know that the first eight recipients of the Isadore Gilbert Mudge Citation have been women and would probably be glad to learn that women head the reference departments in many large libraries today.

Miss Winchell, and Miss Kroeger and Miss Mudge if they were alive today, would probably agree with Professor Howard Clayton that "the academic library of today has a special need for imaginative people with innovative ideas." Do not all libraries need such people in this complex and restive world? They would agree that "a willingness to serve is important, and a kindly spirit is always appreciated, but conviction in what one is doing could be even more important" and that what libraries need are "positive-minded persons who are goal-oriented and anxious for improvement." But they would reject Dr. Clayton's implication that such persons will be very "masculine" men who are untainted with "feminine" characteristics. Their careers are a refutation of this male chauvinist attitude and an inspiration to us all.

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Standard Bearers for School Libraries

Faith Murdoch

The emergence of school libraries as an educational force in the 1960's was not a dramatic or sudden development. Rather, it was the long-delayed culmination of many years of intensive effort on the part of a number of dedicated librarians to provide on-site library service to children and young people. Although school libraries had been a part of the educational scene in the latter decades of the 19th century, the simplistic educational philosophy of that era called for simple resources. Textbooks, for the most part, satisfied student needs. It was not until a new philosophy of education emerged, attributed largely to John Dewey, that libraries began to play a significant role in public education. The principles underlying the Dewey concept of "education for living" required a wide variety of pertinent learning materials for their implementation.

To fulfill this need, forward-looking educators encouraged the development of libraries to support the new curricula. Elementary libraries came into being as early as 1920 (in Detroit) and school libraries at all levels flourished throughout the country until the Great Depression of the 30's brought a halt to school building programs.

Few school districts could afford to indulge in the luxury of new plants and those systems that did eke out finances for new buildings included within them only the bare essentials. Some of those barracks-like buildings remain to haunt educators today. A spurt of building in the late 30's was cut off before it fulfilled needs, because of World War II and the exigencies of the war effort.

Following the war, the explosion of scientific knowledge, the population boom, and a new emphasis on the philosophy of independent learning brought into sharp focus the need for more and better library service for children. The time was right to establish libraries in elementary schools where they had not previously existed, and to provide service in greater depth in those communities where educators had long ago insisted on libraries as an essential part of the learning environment.

Fortunately, standard-bearers were ready, willing, and able to lead the renaissance. Among those who served as guides par excellence and movers and shakers, as well, were some women within the profession who would be outstanding in any field of endeavor because of their wisdom, their leadership ability, and their winsome personalities.

Frances Lander Spain

Dr. Frances Lander Spain was one such person. Charming, personable, and persuasive, Mrs. Spain took advantage of every opportunity to speak and to write of quality in both books and library services for children. Her wide experience as a children's librarian in the public library, as a college librarian, as head of the library science department at Winthrop College, South Carolina, (from which she had graduated) as assistant director of the School of Library Science at the University of Southern California, and finally as coordinator of children's services at the New York Public Library, gave weight to her words.

Mrs. Spain earned her master's and doctoral degrees from the University of Chicago. Her master's thesis (1940) was entitled "School Library Standards." Mrs. Spain taught enthusiastically, lectured widely, and wrote forcefully on the application of school library standards. She contended that standards for school libraries could not be considered apart from educational standards, but that they must be a part of the evaluative criteria applied to the total school.

Mrs. Spain contributed a chapter to *The Forty-Second Yearbook of The National Society for the Study of Education*, Part II, in which she discussed the application of quantitative and qualitative standards for school libraries. Her scholarly approach, tempered with practical considerations gained from long experience, and her ability to express herself cogently made her an ideal advocate. College students, school administrators, state school officers, and librarians alike were inspired by her zeal to settle for nothing less than the highest quality in planning for school library programs.

Her influence was especially effective as a member of the library committee of the Southern Association of Colleges and Secondary Schools, 1940-1948; as chairman of the library section of the South Carolina Library Association, 1941-1945; as president of the latter association in 1947; and as chairman of the Committee on Certification Requirements for School Librarians of the South Carolina Department of Education, 1944-1945.

In addition to the many important ALA committee assignments for which Mrs. Spain earned respect and admiration through the years, perhaps her greatest contribution to librarianship, and school librarianship in particular, was her leadership in the

field of book selection. As visiting lecturer in many colleges and universities, and as the gifted author and editor of numerous articles which have appeared in educational, scientific, and library publications, Mrs. Spain constantly impressed her audience with the library's responsibility to encourage an open attitude, to develop understanding, and to stimulate intellectual curiosity by providing materials of all kinds and making them freely available.

A strong advocate of intellectual freedom, Mrs. Spain constantly stressed the importance of allowing young people to have access to a collection well-rounded in subject matter, balanced in point of view, and attuned to their intellectual maturity. Her youthful approach to work with children and young people was particularly well-received in college classes where her pertinent ideas established her as a leading advocate of relevant learning materials for school and children's library collections.

Mrs. Spain's professional stature was recognized nationally when she was inaugurated as president of the American Library Association in 1959, the first children's librarian to be so honored.

Upon her retirement as Coordinator of Children's Services for the New York Public Library in 1961, Mrs. Spain moved to Florida where she is active in library organizations and continues to inspire young people at Central Florida Junior College, Ocala, Florida, where she is Director of Library Services.

Mary Peacock Douglas

Uniquely qualified to hold high the standards for school libraries in the post-war period was Mary Peacock Douglas. Having begun her professional career as a teacher in North Carolina, Mrs. Douglas was familiar with curriculum-planning, sensitive to administrators' problems, and imbued with the idea that a school library could only fulfill its purpose if it were closely integrated with the school's total educational program. Her personal warmth and humor, accompanied by amazing vitality, generated an enthusiastic response in far-flung areas of the country where she conducted or participated in workshops, constantly spreading the doctrine of good library service. She spoke courageously to school administrators on the need to establish elementary libraries; to other librarians on the necessity for quality library service and, with missionary zeal, to students on the high calling which she coveted for them as school librarians.

Mrs. Douglas attacked public apathy by dealing directly with parent groups, stressing the need for effective school libraries and interpreting good library programs to the uninitiated. Her practical approach, coupled with enthusiasm, charmed her audiences and won support from unexpected sources. To the small-town teacher or the beginning school librarian, her *Teacher Librarians' Handbook* (1941) was an invaluable guide. In 1949 her advice in *Planning and Equipping School Libraries* was a beacon to those in need of practical advice on school library quarters. *The Pupil Assistant in the School Library* (1957) is still a standard work on the subject.

Following several years as Supervisor of School Libraries in Salisbury, North Carolina, Mrs. Douglas was appointed as the first state supervisor of school libraries. In this capacity she established high standards of excellence in school libraries in the state of North Carolina, and pioneered the way for other state supervisors who were to follow. After serving as state supervisor from 1930-1947, she was appointed Supervisor of School Libraries for the city of Raleigh, North Carolina, where she remained until her retirement in 1968.

While Mrs. Douglas maintained her role as supervisor, she continued to promote school library standards throughout the country, actively and aggressively. She participated energetically in library organizations at the local, state and national levels. In addition to serving on many important professional committees, she was elected chairman of the School Libraries Section, ALA, 1943-1944; president of the North Carolina Library Association, 1939-1941; and president of the ALA Division of Libraries for Children and Young People, 1944-1945.

As chairman of the ALA Joint Subcommittee on Postwar Planning for Children and Young People, Mrs. Douglas spearheaded the drafting of standards for school libraries which served as guidelines for the development of school library programs not only in the critical post-war period, but also in the decade that followed. Titled, *School Libraries for Today and Tomorrow*, it was published by ALA in 1945.

Mrs. Douglas' forceful and courageous leadership was never more apparent than on the occasion of her presentation of the standards to ALA Council in 1944. Faced with a formidable opposition, Mrs. Douglas incisively disposed of each objection raised in such masterful fashion that approval was voted and *School Libraries for Today and Tomorrow* became a reality. It is reasonable to believe that the 1969 *Standards for School Media Programs* would not have been possible if Mrs. Douglas had been a less vigorous advocate twenty-four years earlier.

In 1958 at the 77th Annual Conference of the ALA, the Grolier Society Award was presented to Mrs. Douglas in recognition of her "wide and constructive influence on library work with children and young people . . . her notable contributions to the development of school library work in North Carolina and throughout the country; her work with teachers, librarians, and administrators to promote quality in book selection, and to develop effective techniques for the guidance and stimulation of boys and girls; her leadership as manifested in her teaching, writing, and active participation in professional organizations."

Mrs. Douglas was not long to enjoy the leisure to which she had looked forward on her retirement in 1968, for on January, 1970, she succumbed to a fatal illness. To the thousands of young people who were fortunate enough to have been her students, Mary P. Douglas lives on. To those librarians who were not privileged to have had personal contact with her dynamic personality, there is a legacy of her printed works. For all school librarians everywhere, there is a rich heritage of ideas on excellence in school library programs.

Mary Virginia Gaver

Among librarians who were greatly influenced by Mary P. Douglas was one who has become a legend in her own right, Mary Virginia Gaver. Miss Gaver, a warm, charming native of Virginia has worked tirelessly, and with enthusiasm in the cause of school library service. A Phi Beta Kappa graduate of Randolph-Macon Woman's College, Miss Gaver taught high school English for one year before assuming her career as a school librarian. In high school libraries in Danville, Virginia, and later in Scarsdale, New York, Miss Gaver's performance was distinguished by her innovative library services to pupils, teachers, and administrators. At the same time she campaigned vigorously for higher state and national standards for school libraries.

After completing her master's degree in library science at Columbia University, Miss Gaver served as technical director of a statewide WPA library project, the first of many government assignments in which her professional acumen was brought into service. During the summer season she taught library science courses at the University of Virginia, 1933-1938, and at Emory University, 1939-1942. She accepted a post as librarian and instructor at New Jersey State Teachers College in 1942, a position she held until 1954 when she resigned to become Associate Professor of Library Service at Rutgers. She was promoted in 1960 to her present rank of professor.

The theme of Miss Gaver's master's thesis, "State Supervision of School Libraries in Six Southern States," was a portent of things to come. Although a talented musician and interested in all of the arts, Miss Gaver is research-oriented. Her computer-like mind stores information and retrieves it on signal. She delights in analyzing data, and her proficiency in this area has resulted in studies that have greatly accelerated the pace of school library development. Her monograph, *Patterns of Development in Elementary School Libraries Today*, third edition, 1969, like its two predecessors, has been widely distributed and used as an objective study of the developing elementary school library. This latest edition presents a five-year report on *Emerging Media Centers*. It focuses attention on "the importance of good elementary libraries to quality education and the encouragement of citizen planning for their development."

Miss Gaver has contributed numerous articles to professional journals promoting the thesis that school libraries are essential. She is an articulate spokesman whose competence and rare good sense have impressed professional librarians and laymen alike. A pamphlet, *Every Child Needs a School Library*, published by ALA in 1958, received wide circulation and proved to be a most effective persuader for use with community groups.

In 1961 Miss Gaver was appointed chairman of the advisory committee for the $100,000 project for School Library Development established by the Council on Library Resources. The project worked through state associations to improve professional leadership among school librarians. The following year she was designated chairman of the advisory committee for the Knapp School Libraries Project, funded at $1,130,000, a country-wide demonstration of the highest standards in school library service. This project, and the *AASL Standards for School Library Programs*, 1960, which were completed during her term as president of AASL, were major steps in a massive nation-wide effort on behalf of school libraries in the 60's.

In addition to her contributions as an avid and earnest advocate for school libraries, Miss Gaver has had a distinguished career as a college librarian and teacher. Her ability as an educator earned her the Beta Phi Mu Award for Good Teaching in 1964. She was also honored by the New Jersey Library Association in 1965 for twenty years of outstanding service to New Jersey libraries.

Perhaps her greatest recognition came in 1963 when she won the Herbert Putnam Honor Award of ALA, only the second person since its inception to be so honored. The citation read in part, "for her significant contributions to the profession of librarianship in the areas of professional leadership in library development and organization, research, children's and school library work, library education and her professional and educational writing."

Mary Gaver's professional commitment has resulted in strong organizational ties. She served on the ALA Council, 1956-1965; as president of the Library Education Division of ALA, 1949-1950; as vice-president of the New Jersey Library Association, 1947-1948; and as its president, 1954-1955. Mary Gaver's leadership ability was recognized by the library profession when she was elected to serve as president of ALA, 1966-1967. Her incisive mind, her exceptional ability and energy, her knack of involving others, and her steadfast loyalty and devotion to excellence in library service, galvanized others into action. Her term of office was one of active involvement and progress.

Miss Gaver continues to speak and to write on behalf of school libraries and has recently completed editing the 6th edition of *The Elementary School Library Collection*. Published by the Bro-Dart Foundation, it serves as a buying guide in building an elementary school library collection, and as a catalog for the collection. Miss Gaver's propensity for involvement and for action keep her in a leadership role; her counsel continues to be sought wherever school library issues are paramount.

Frances Henne

To crown the achievements of the 60's in school library development, *Standards for School Media Programs* was published by ALA in 1969. Chairing the committee which undertook the colossal task of welding together the hopes, plans, and aspirations of two associations, was Dr. Frances Henne, a librarian of vast experience, possessed of a special charisma which ideally suited her for this challenging task. An early and tireless advocate of the use of multi-media and co-chairman of the committee which produced *Standards for School Library Programs* in 1960, Frances Henne was the perfect choice for the assignment. A great teacher, a gifted and prolific writer, and a productive scholar, Miss Henne is also a remarkable human being. She has the unique talent

of seeing all sides of a question, and her probing mind gets to the heart of the problem and wastes no time with trivia before getting down to the business of solutions. The working sessions of the committee involved representatives of the two associations, the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association, as well as consultants from other educational organizations. Miss Henne's masterful leadership, combined with a delightful sense of humor and a down-to-earth approach, punctured pomposity, alleviated animosities, and resulted in the production of a document which will have far-reaching effects on school library services and media programs for many years to come.

Prior to her major contribution to the *Standards*, Miss Henne had distinguished herself in many areas of library development and education. As chairman of the advisory committee of the first NDEA Institutes for School Librarians, she set a high standard which produced quality programming and instruction. She has made significant contributions to the Knapp School Library Project, the Governor of New York's Library Committee, and the Library Section of the New York Society for the Experimental Study of Education. Her participation in untold government projects and studies has influenced many areas and earned her the respect of government officials, as well as co-workers.

Miss Henne has a rich background in library service, beginning with the public library in her home town of Springfield, Illinois. She has served in the New York Public Library, the library of the New York State College for Teachers at Albany, and the laboratory school at the University of Chicago. She has taught at Albany, and at the Graduate Library School of the University of Chicago, where she served for a time as acting dean. Miss Henne has earned renown as a professor in the School of Library Service, Columbia University, where she is recognized as a master teacher, beloved by all her students. In spite of her international reputation as a writer, a scholar, and as a consultant, she devotes herself completely to the students in her classes. Her personal interest in their welfare, her guidance in their careers, and her high expectations for them in the profession, are legendary.

A fitting accolade to Miss Henne's achievements was the tribute paid to her in 1963 at the Annual Conference of the American Library Association when she received the Joseph W. Lippincott Award. This citation concluded: "Through her participation and leadership in professional organizations, through her prolific writings, including books and articles in professional journals, through her dynamic lectures before state and national groups, and through her inspired teaching, Frances Henne has made a significant contribution worthy of the highest recognition and award by the American Library Association."

Her leadership in countless library matters has earned her the respect and the admiration of school librarians in all parts of the country. To demonstrate their affection, the American Association of School Librarians staged a "Love-In for Frances" at the Annual Conference of the Association in 1968. The tribute read at that time included testimony to her many successful endeavors and emphasized the appreciation of all school librarians for her trail-blazing in the library, media, and educational worlds. As an inspired leader, Frances Henne has made the way infinitely easier for school librarians everywhere. As a human being she has inspired deep affection in all those whose lives she has touched.

This quartet of outstanding women has graced the library profession with a high degree of courageous and intelligent leadership. As standard bearers they have lead the way to excellence in school library service, and by precept and action have set the course for all those who would follow after them.

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